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December 1935

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## Kenneth Roberts

Autobiographical statement written for the *Wilson Bulletin* by Kenneth Roberts, author of the "Chronicles of Arundel":

"I DON'T believe I quite know what you mean by esthetic bias, but if I had the space, I could give you plenty of aversions—starting with people who break their words and their promises, whether they're Presidents or publishers, and winding up at the extreme bottom of the heap with people who write dirty books, those who publish them, and citizens who mess up the countryside with billboards.

"To be specific, I think Franklin Roosevelt has broken every promise he ever made; I think Burma Shave can turn the edge of any good razor more rapidly than a handful of corn stubble; I think the people who claim to be physically elevated by smoking Camel cigarettes are not only lying, but are selling out mighty cheap and insulting our intelligence to boot; I believe that any author who puts smut or obscenity in a book either lacks the skill and good taste to express himself decently or is deliberately pandering in the hope of achieving larger sales; I think that most historians, like most professional men, should have stuck to farming; I think that Henry Ford and the makers of cheap automobiles have done more to promote unrest and unhappiness in the United States than has any other agency.

"The remainder of my aversions and a large proportion of my sympathies are completely set forth in *For Authors Only*, recently published by Doubleday, Doran. They tell me the title is no good. Maybe your *Wilson Bulletin for Librarians* might be instrumental in extracting a better one from your readers."

\* \* \*

Kenneth Roberts was born December 8, 1885, at Kennebunk, Maine. From this town two of his ancestors went as captains in the Continental Army, and another sailed as a privateer captain in the War of 1812, to be captured and sent to Dartmoor Prison. One of his forbears was a member of the secret expedition led by Benedict Arnold against Quebec. Roberts, as a boy, hunted and fished along Arnold's route to Quebec and came to know the Arundel country intimately.

He was educated at Cornell University, where he served as editor-in-chief of the *Cornell Widow*, humorous magazine, for two years prior to his graduation in 1908.

From 1909 to 1917 he was reporter, special writer, and conductor of a humorous column and page for the *Boston Post*. On Valentine's Day, 1911, he was married to Anna S. Mosser. He served briefly on the editorial staffs of *Puck* and *Life* in New York before the



KENNETH ROBERTS

World War took him abroad. He was a captain in the Intelligence Section of the Siberian Expeditionary Force, in contact with French, English, Canadian, Czech, Russian, and Japanese troops; with German and Austrian prisoners.

For nine years after the War he was roving correspondent for the *Saturday Evening Post*, writing on conditions in Europe, the Orient, and the United States. His articles on American immigration, according to former Commissioner General of Immigration W. W. Husband, brought about the passage of the Restrictive Immigration Law.

Between assignments, he produced a number of miscellaneous books, most of them the outgrowth of his *Post* articles.

Roberts was one of the best known of magazine correspondents when, in 1928, he voluntarily retired to an Italian "half-baked palace" to write his "Chronicles of Arundel," a series of novels dealing with the Revolution and the War of 1812. He had spent many years in preparation and now spent three years in the actual writing of *Arundel*, his first novel, which appeared in 1930. This was followed during the next four years by *Lively Lady*, *Rabble in Arms*, and *Captain Caution*.

When not abroad, Roberts lives in his native Tarkington's summer home. He spent the past summer there, returning in November to Italy to work on a new book which will follow in the "Chronicles of Arundel."

He is said to be unique among authors in that he refuses to speak over the radio or accept lecture offers.

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# WILSON BULLETIN

## FOR LIBRARIANS

December 1935

### America, Russia, and Adult Education

By Margaret P. Coleman\*

A YEAR ago I went to Russia. And here I am, twelve months later, writing my first article on the subject. When I came back I was determined to resist this temptation, but not for the reasons to which my puzzled colleagues ascribed my silence. Some of them thought that something "perfectly awful" must have happened to me in the U.S.S.R., so awful that I could not talk about it; others, again, thought I had turned communist and was secretly negotiating with Moscow to return there to live. I was, in other words, afraid of the G.P.U. or the Daughters of the American Revolution.

My reasons for refusing to be interviewed for the paper, to address the Woman's Club, or even talk to our own library staff, were much less spectacular. In the first place, being in the U.S.S.R. for thirty-one days was such a tremendous and contradictory experience that I honestly didn't know what I thought about it. Then I had the horrible example of some of my fellow travelers—people who were joyfully preparing to go home to lecture, to write, to teach. One of them, who conducted a current events course in a Woman's Club, said, "I am only going as far as Moscow with you; the rest of Russia doesn't interest me." And another, a school teacher: "What I enjoy most about these visits to nurseries and factories is coming back to the hotel and reading the notes I took."

There was, possibly, another reason, more pertinent to the present discussion than the others. How valid it is I leave to the judgment of others who work in the same profession.

I work in a public library. I am theoretically one of those impartial persons who presents all sides and voices no opinions on questions of the day. If I am suspected of "propaganda," woe befall me. My case is even worse because I happen to be one of those librarians who suggests what an innocent inquirer shall read. It is in my power to give him *Kapoot*, or *Russia, Youth and the Present-day World*—providing my library has purchased both.

All this is by way of introduction to the evidence before you that, altho I still don't know what I think about Russia—finally, once and for all—I am now using it as a starting point for this discussion.

Why the change? It can be laid partly at the door of Time, which does strange things to us all; and also to the fact that in the intervening year I have sat thru an Adult Education convention, a Library convention, and five weeks of adult education work in summer school. The connection may not be obvious on the surface, but I'll see if I can explain it, to myself as much as to anyone else.

#### *Reaching the Masses*

It is not necessary for me to remind librarians that Russia is doing a tre-

\* Omaha (Nebraska) Public Library.



CIRCULATION DEPARTMENT OF A RUSSIAN LIBRARY  
Nasileostrovsky Library, Kizov House of Culture, Leningrad

mendous job in adult education; propagandistic education, yes, but none the less tremendous for that reason. Russian education has reached the masses as our adult education movement probably never will. They, too, have their universities, their night schools, their classes for workers, and their libraries. But they also use to the full extent of their possibilities agencies of which we are fearful, being committed in theory, at least, to a democracy of opinion. They use radio, not occasionally and with the grudging consent of the makers of toothpaste and face powder, but constantly and all the time with the enthusiastic support of the powers that be. There must be times when the Moscow worker, pursued by the blare of loud speakers from his factory to his apartment and even to his Park of Culture and Rest, prays for silence. But at least his "education" is going on. Then there are the methods of visual education, as striking as an appeal to the native love of red can make them; slogans that would make an advertizing man marvel—brief, terse, dramatic, using words and concepts (take notice, Committee on Readable

Books) that are within the daily experience of the crowd. Pictures, charts, and diagrams make the point clear even to the illiterate. There is certainly nothing subtle about Soviet education. It cries aloud to you from every street corner in the cities; it even reaches the quiet shores of the Volga, the fastness of the Caucasus, tho less blatantly here. The Soviets are masters of their technique; they understand the psychology of the people.

Just a word about the Russian libraries. Here is a system sponsored and supported by the State (Federal aid, if you will) yet without loss of individual adaptation to locales. The thing to get excited about in these libraries, it seems to me, is not that Moscow is reclassifying its collection according to Marx but that the Soviet librarians are actively conscious of their place in the social scene, of their importance to the new education. They are reaching their readers not thru formal and central buildings of books, but largely thru what we would call extension work. In this case it is no side line, but the vital core of the whole. Every factory, every club,



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every Park of Culture and Rest aims to have its own library; I say aims advisedly for, as in most other fields, the ideal is still far short of accomplishment. Books and the ideas in books have come to the people; they have been made accessible, one might almost say inescapable. There is a personal element about this wide-spread diffusion of popular libraries that would be lacking in a more institutionalized system.

I can hear protests at this point to the effect that these ideas do not embody true education, that they are propaganda. Granting that, I cannot help thinking of one of our lecturers this summer who said: "Look at our advertising; look at our movies; look at the teaching in our public schools and tell me if we haven't been training our children to be good little capitalists just as surely as Russia trains hers to be good little communists."

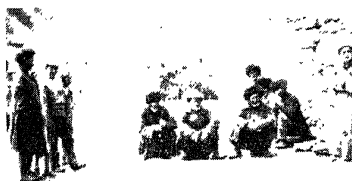
And this brings me to adult education in America, to adult education and the part of the library therein. If libraries are part of government, as we are often told, then our concept of adult education is equally bound up with democracy.

It is this—a difference in purpose and ideal that separates our adult education work so much further from Russia than the seas and continents between. This gives us both a weakness and a strength. Russian methods, all directed with a single purpose to a single end, can achieve thru unity what we lose by trying to be broadminded. It is, from the standpoint of efficiency, very wasteful to encourage people to think in several different ways. But it is also true that the new Russian system runs the same danger that the Tsarist system did. The suppression of all opposing thought makes the forbidden concept all the more attractive when it eventually creeps in. Anti-communistic doubts, forced underground, may one day cause the young comrades much excitement and the government some anxiety. In a democratic system of education we rest our foundations on the voluntary choice of the governed, who choose not in ignorance but with full knowledge of the alternatives.

This is the ideal; but has it been, can it *ever*, be realized? Is democracy entirely untenable? If it is so proved here



OLD RUSSIA OF THE NOVELS  
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RE-EDUCATION TO A NEW ORDER  
Old Men of the Mountain, Kazbek,  
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NEWS—OR PROPAGANDA?  
Wall newspaper, Leningrad

in the next 10 or 25 years, our libraries and our adult education, founded on the keystone of democracy, will become like Russia's, instruments for the spread of whatever Ism holds sway. I thought ironically this summer, while reading Lindemann and Kotinsky, what a fine organization we were building up to hand over to our successors, ready-made to their hands. This was in blacker moments when I felt that in Wells' statement that our modern civilization was a race between education and catastrophe, the odds were hopelessly against education.

Other doubts arose in our classroom discussion. For instance, are our libraries, like our government, really as democratic as they pretend to be? Are we not, in organization, an oligarchy; in book selection policy unconscious propagandists for the status quo, for capitalism? If in doubt, see the *Roving Eye* in the September 1935 *Wilson Bulletin*, discussing "So-called Radical Propaganda Literature."

### *Indoctrination and the Library*

Our class, made up of all sorts of adult educators except librarians (I was the only one of those) also worried over that phrase recently being heard at Teachers' College, that education should be "indoctrination for a new social order." How, we asked, can we so indoctrinate when no one but the communist claims to have a revelation of what the new social order will be? Even if we could reconcile our democratic concept of education (which wasn't democratic at all, we were told, but highly aristocratic) with such indoctrination, how could we include the library? And yet the public library, if having any vitality at all, is a reflection of the social and educational scenes of which it is a part, and in large measure dependent on them. It can even be argued by the more daring among us that the library should take the initiative, should lead instead of follow trends and ideas.

And then, if we bend all our energies towards education for democracy, how is that different, fundamentally, from education for fascism or education for



STUDENTS—AND WORKERS  
On a collective in the North Caucasus

socialism? Our foreign critics might well tell us that this, too, was propaganda—propaganda for democracy. Or are those two terms mutually exclusive?

My two summers, following one on the other, have raised questions that I do not pretend to answer; but questions that concern us all whether in the troubled present or the problematic future. That I am by no means the only one thinking about these puzzlers is evident from the report of the Alumni banquet of the University of Washington Library School this last spring. (See *Wilson Bulletin* Mail Bag for September 1935.)

From the social point of view the adult education work of the public library becomes its most important function, its chief justification for existing at all in this day of hard-won appropriations. Personally I am not so terrified by Mr. Wells' alternative to education as I might be if I were older and wiser. I suspect that by catastrophe he means the crumbling of our present

foundations of civilization, our current forms of government. But I like that phrase from Gauss' *Primer for Tomorrow*: "There is no one best form of government. A government is good if it is adapted to its cultural environment, to the needs of the people whom it governs." And I see no reason to doubt that there will be a place for books and libraries in whatever undreamed-of worlds may reach ahead of us, or in the period of struggle and catastrophe that lies between. If libraries become the tools of a passing dictatorship they will still be serving the social order of which they are a part, and more ready to build up and out to the next step beyond than if they had remained apart and died.

### *Social Responsibility*

But dictatorship is not upon us yet. At present we are part of a social system that is called democracy. What the meaning of that term is and should be is still for us to decide. I have used the example of libraries and adult education almost interchangeably thruout this discussion, because the same problems do seem to apply to both. Libraries are more a part of the current social scene than they willingly acknowledge. I am not advocating that as individuals we become militant "ists" of whatever variety, nor that as institutions we drop our policies of non-partisanship. Just what our position should be if we are to move at the vanguard of the social scene and not lag at the rear is a matter to be seriously considered, not only at the Council of the A.L.A. or by head librarians, but by all who attend staff meetings, and those who make up book selection committees. In Russia the indifference and apathy of large numbers of librarians to their place in the scheme of things would be unthinkable. If we continue to ignore the question here those who understand the technique better than we will take our adult education out of our hands and use it to their own ends.



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By Reign S. Hadsell\*

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Harap, Henry. Survey of Twenty-Nine Courses in Consumption. Bulletin 42. School of Education, Western Reserve University, Cleveland, Ohio. 1935. 8p. 10c

Household Purchasing, Suggestions for Club Programs. American Home Economics Association, Mills Building, Wash. D.C. 1930. 24p. 10c

Outline and Bibliography for Those Interested in Consumer Education. Ray G. Price. Business Education World, Gregg Publishing Co. N.Y. 40c

Palmer, Dewey H. Outline and Bibliography of a Course in Consumers' Problems. Consumers' Research, Inc. Washington, N.J. 1932. 11p. 10c

A Program for Consumers. Consumers' Research, Inc. Washington, N.J. 7p.

Scientific Consumer Purchasing, a study outline covering some recent developments in production and distribution which affect the consumer. American Assn. of University Women, 1634 Eye St. Wash. D.C. 1934, 51p. \$1.25

Sources of Information on Consumer Organization and Education. Consumers' Counsel of the Agricultural Adjustment Administration, Wash. D.C.

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Suggested Bibliography on Consumer Economics. Consumers' Division, National Recovery Administration, Wash. D.C. October 1934

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Brandeis, Louis D. Other People's Money. (Jacket Library) National Home Library, Wash. D.C.

Brindze, Ruth. How to Spend Money. Vanguard Press, N.Y. 1935. \$2

Chase, Stuart and Schlink, F. J. Your Money's Worth. The Macmillan Company, N.Y. 1927. \$1

Cramp, Arthur J. Nostrums and Quackery. American Medical Association Press, Chicago. 1921. \$1.50

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- Schlink, F. J. *Eat, drink and be wary*. Covici, N.Y. 1935
- Shields and Wilson. *Business-Economic Problems*. Southwestern Publishing Co. Cincinnati, Ohio. 1935. The first real attempt at a consumer economics textbook. Well written. Just published
- Stoddard. *Financial Racketeering and How to Stop It*. Harper and Bros. N.Y. 1931. \$2.50

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- Bergengren, Roy F. *The Credit Union, Its present status in the United States and the possible value of general credit union extension*. Issued by Credit Union National Extension Bureau, Boston. 1933. free
- Better Buymanship, a series of pamphlets published by the Household Finance Corporation, 919 N. Michigan Ave. Chicago. 1933
- Chain Stores. Final Report of Federal Trade Commission Investigation. 1935. Supt. of Documents, Wash. D.C. 10c
- The Consumer. Magazine published by the Consumers Division of the National Recovery Administration, Wash. D.C.
- Consumer purchasing Leaflets:
1. When You Buy Sheets
  2. When You Buy Blankets
  3. When You Buy Refrigerators
- American Home Economics Assn. 620 Mills Bldg. Wash. D.C. 2c each
- Consumers' Cooperation. Bulletin No. 4, Consumers Division, National Recovery Administration, Wash. D.C. free
- The Consumers Defender Magazine. Published by Cooperative Distributors, 30 Irving Place, N.Y. \$1 a year
- The Consumers Division of the National Recovery Administration, Wash. D.C. will furnish without cost several mimeographed bulletins on consumer standards.
- Consumers' Guide, published bi-weekly by the Consumers' Counsel of the Agricultural Adjustment Administration, Wash. D.C. free
- Cooperative Movement. The following materials on the cooperative movement may be secured from the Cooperative League of the U.S. 167 W. 12 St. N.Y. The first is a book; the others are reasonably priced pamphlets:
- Hall and Watkins. *Cooperation*. \$3
- Chase, Stuart and Brosius, F. A. *The Story of Toad Lane*
- Childs, Marquis W. *Sweden: Where Capitalism is Controlled*. 25c
- Cowden, Howard A. *A Trip to Cooperative Europe*. 5c
- Cowling, Ellis. *Introduction to Consumers' Cooperation*. 15c
- Hughes, Hugh J. *Cooperation Here and Abroad*
- Marriott, Victor E. *Kagawa and Cooperatives*
- Webb, Mrs. Sidney. *The Discovery of the Consumer*. 15c
- De Forest, Charles Mills. *How Old Am I Financially?* American Provident Corp. N.Y. 1930
- Department of the Consumer. Write Consumers' Research, Washington, N.J. for material on this subject.
- Ephraim, J. W. Students may want to examine the catalog of Jerome W. Ephraim, Inc. 91 Warren St. N.Y. It combines reliable information and well written copy. Field: Drugs and Cosmetics
- Federal Trade Commission Press Releases, sent free of charge by the Federal Trade Commission, Wash. D.C.
- Filene, E. A. *The Consumer's Dollar*. 29p. Pamphlet no. 41. John Day, 386 Fourth Ave. N.Y.
- Food and Drug Administration, a description of its activities. Miscellaneous Publication no. 48. Supt. of Documents, Wash. D.C. 10c
- Food and Drug Bills. Write the Food and Drug Administration, Department of Agriculture, Wash. D.C. for material as to the need for such an act and for copies of the proposed bills.



Bonney Powell, Fox Movietone News—"Metropolis," by F. L. Allen

GOOD VALUES—OR BAD?  
Umbrella sale in a large New York department store

- Food, Drugs, and Cosmetics Legislation for 1935. National League of Women Voters, 726 Jackson Place, Wash. D.C. 10c
- A Guide to Retail Store Advertising. Affiliated Business Bureaus, Chrysler Bldg. N.Y. \$1
- How to Use Your Bank. McCall's Booklet Service, McCall's Magazine, Dayton, Ohio
- Introduction to Consumers' Research. Sent free of charge by Consumers' Research, Washington, N.J.
- Johnston, Alva. Testimonials C.O.D.; Some Light on Some Big Names in Advertising. Reprints available from Consumers' Research, Washington, N.J.
- Kansas State Board of Health. Some Simple Kitchen Tests to Detect the Adulteration of Foods. Topeka. 1918
- Lamb, Beatrice. The Government and the Consumer. 1935. 25c. National League of Women Voters, 726 Jackson Place, Wash. D.C.
- Little Talks on Family Finance. The Good Citizenship Bureau, Woman's Home Companion, N.Y.
- Making Household Preparations: five units for sixth grade arithmetic. How to Make Tooth Powder, Furniture Polish, Ink, Hand Lotion, and Paste. School of Education, Western Reserve University, Cleveland, Ohio. 15c
- More for Your Money. Published radio broadcasts for consumers. 15c each. Write National Advisory Council on Radio in Education, 60 E. 42 St. N.Y. for a list of topics covered.
- Nation. 141:541, 592-4. N. 6, 20, '35. Facts for consumers. Ruth Brindze. (Appears fortnightly.)
- Notices of Judgment under the Food and Drug Act, issued free of charge by the Food and Drug Administration, Department of Agriculture, Wash. D.C. Also ask for annual report of Food and Drug Administration.
- O'Brien, Ruth and Hartley, Olive. An Analysis of Consumers' Facilities for Judging Merchandise. Mimeographed bulletin from American Assn. of University Women, 1634 Eye St. N.W. Wash. D.C.
- O'Brien and Ward. Present Guides to Household Buying. 5c. Supt. of Documents, Wash. D.C.
- Organization and Management of Consumers' Cooperative Associations and Clubs. Bulletin no. 598 of the United States Bureau of Labor Statistics, Department of Labor, Wash. D.C.
- Quality Guides to Buying. A series of commodity purchasing guides prepared by specialists in the Department of Agriculture. 5c each from the Supt. of Documents, Wash. D.C.
- Rookwood, Edith. Research in the Consumers' Interest, 1934. 10c. National League of Women Voters, 726 Jackson Place, Wash. D.C.
- Schlink. The Consumer: Shall He Have Rights in the Schools? Reprint available from Consumers' Research, Washington, N.J.
- Selecting a Life Insurance Policy. Western Electric Company, N.Y. 1926
- Simple Consumer Tests. Supplement no. 1 to Bulletin II. Consumers' Division, National Recovery Administration, Wash. D.C. 1934
- Simplified Practice, Its Purpose and Application. Letter Circular 410. Department of Commerce, Wash. D.C.
- Starr and Norton. The Worker as Consumer; How He is Exploited and How He May Protect Himself. 25c. Brookwood Labor College, Katonah, N.Y.
- Wharton, W. R. M. 52 Radio Talks: How to Read the Label, from Food and Drug Administration, Wash. D.C.
- What an Investor Should Know, and Borrowing Money. Both pamphlets free from Affiliated Business Bureaus, Chrysler Bldg. N.Y.

## Organizations Concerned with Consumers' Problems

- American Dental Assn. 212 Superior St. Chicago. Ask for publications of the Council on Dental Therapeutics.
- American Home Economics Assn. 620 Mills Bldg. Wash. D.C.
- American Medical Assn. 535 N. Dearborn St. Chicago. Send for list of publications.
- Bureau of Home Economics, Department of Agriculture, Wash. D.C.
- Bureau of Standards, Department of Commerce, Wash. D.C.
- Consumers' Counsel, Agricultural Adjustment Administration, Wash. D.C.
- Consumers' Division, National Recovery Administration, Wash. D.C.
- Consumers' Research, Inc. Washington, N.J.
- Cooperative Distributors, Inc. 30 Irving Place, N.Y.
- Cooperative League of the U. S. A. 167 W. 12 St. N.Y.
- Federal Trade Commission, Wash. D.C.
- Food and Drug Administration, Department of Agriculture, Wash. D.C.
- National Better Business Bureau, Chrysler Bldg. N.Y.
- National Consumers' League, 156 Fifth Ave. N.Y.

## Testing and Service Agencies of Interest to the Consumer

- American Gas Assn. 420 Lexington Ave. N.Y.
- American Standards Assn. 29 W. 39 St. N.Y.
- Better Fabrics Testing Bureau, 225 W. 34 St. N.Y.
- Electrical Testing Laboratories, 80th St. and East End Ave. N.Y.
- Good Housekeeping Institute, 57th St. and 8th Ave. Pamphlet—"A Visit to Good Housekeeping Institute"
- Laundryowners National Assn. Drawer 1187, Joliet, Ill.
- Sears Roebuck, Chicago, publish a mimeographed bulletin on the activities of their testing bureau.
- Underwriters' Laboratories, 207 E. Ohio St. Chicago

## How to Organize a Pamphlet File on Consumers' Problems

Much of the reading will be in pamphlet form. It is essential that this material be placed in substantial filing folders and envelopes and in a special filing case to be kept in the classroom or library. Both the folder and the material should be numbered so the material may be easily sorted. As additional files of material are inserted alphabetically, decimals may be added to the number of the new file (e.g. 15, 15.1, 15.11, 15.12, 16). In this way it is not necessary to renumber all the other material in the old files. A list of the titles on the folders in the Hiram file at the beginning of the first semester of work might be of help to teachers starting a similar file.

### A List of Folder Titles

1. A Course in Problems of the American Consumer—Organization materials
2. Advertising
3. American Dental Assn.
4. American Medical Assn.
5. Better Business Bureau
6. Better Buymanship
7. Borrowing Money
8. Bureau of Standards
9. Buying Guides
10. Commodities—Canned Goods
11. Commodities—Cosmetics
12. Commodities—Milk
13. Commodities—Miscellaneous
14. Commodities—Sheeting
15. Consumer Action—Meat Strikes, etc.
16. Consumer Council—County
17. Consumer Counsel—A. A. A.
18. Consumer Notes, Published by National Emergency Council
19. Consumer Purchasing Leaflets
20. Consumer Research—Introduction
21. Consumer Research, Non-Confidential Materials
22. Consumers' Guide, Published by Consumers' Counsel
23. Cooperative Distributors
24. Cooperative Organization
25. Correspondence Schools
26. Credit Unions
27. Department of the Consumer
28. Displays—Bulletin Board Materials
29. Education of the Consumer
30. Ephriam Reports
31. Federal Trade Commission Releases
32. Food and Drug Act—Need
33. Food and Drug Act and Public Opinion
34. Food and Drug Act—Propaganda Against
35. Food and Drug Act—Pictures of Food and Drug Administration's "Chamber of Horrors"
36. Food and Drug Administration—Notices of Judgment
37. Food and Drug Administration Activities
38. Food and Drug Bills
39. Fraudulent Financial Schemes
40. Habits of Consumption
41. Laboratories and Service Bureaus for the Consumer
42. Life Insurance
43. Medical Service
44. Packaging
45. Patent Medicines
46. Standards for Consumer Goods
47. Testimonials

# Working with Older Boys and Girls

By Marion Ewing\*

MY approach to the subject before us is that of one experienced children's librarian speaking to other experienced workers with children and young people as to what qualities are needed by a young woman entering the field of work with older boys and girls in the children's room, and how we can help him, or more often her, to develop them.

First of all, whether we like it or not, to the younger members entering the profession, each one of us is an example of what a librarian should or should not be. We all know that actions speak louder than words; that they are an unconscious and continuous influence while advice and instruction can be clearly outlined, and that if the standard set by example is low, the effectiveness of advice and instruction is definitely lowered. A bad example may show the discerning student some things to avoid, but as a method of training is scarcely to be recommended.

## *The Ideal Children's Librarian*

There are certain basic attitudes and personal qualities without which it would be well for a young woman not to attempt library work with children, but to seek some less exacting field for her labors. First, she must have a genuine liking for children based on knowledge of, and interest in their problems. As an older sister in a large family, I consider the knowledge gained thru the family relationship a tremendous asset. Observation of the play of personalities one upon another in the informal and unrestrained atmosphere of the family group unconsciously creates and develops a sensitiveness to attitudes seldom attained in any other way.

Second, she should have a respect for each child as an individual. In matters of discipline, she will find that this attitude does more than any other

one thing to make it difficult for serious problems to arise—or, once apparent, to continue. Unlimited patience is required to maintain this attitude, but I shall speak of that later, as I believe most of you will agree with me that patience is usually an acquired virtue.

Third, she should be neat in person and attractive in manner; a personality whose roots are natural cheerfulness, vitality, and responsiveness to all sorts of stimuli, or as one writer has put it, "awareness."

Fourth, and last, she should have a love of good literature with the urge to pass it on to others. As Mary Wright Plummer said back in 1897,

If there is, on the library staff, an assistant, well read and well educated, broadminded, tactful, with common sense and judgment, attractive to children in manner and person, possessed, in short, of all desirable qualities, she should be taken from wherever she is, put in the children's library and paid enough to keep her there.

Is it difficult to find beginning workers with these qualities? Perhaps, but not impossible. Without them, however, any one of them, success in working with boys and girls in the library cannot be fully attained. With them as a foundation there are many hours of joyful and stimulating, as well as strenuous and exacting work in store. Shall I summarize? The basic qualities without which no one can be happy or successful in library work with children are: A genuine liking and respect for children as individuals, appreciation of good literature, and an outward appearance in person and manner which invites children's respect for the worker and her judgment and interest in books.

The question is, how can we, who have had more experience in living and working, develop and broaden these basic qualities in a student librarian? Is not the first requisite on our part toward this desirable end a humble and

\* Children's Librarian, Cleveland Public Library. This paper was read before the Section for Library Work with Children at the Denver conference of the A.L.A.



"ROBIN HOOD" CHILDREN AT ENTRANCE OF A CLEVELAND BRANCH LIBRARY

understanding attitude? To quote from Miss Beard's article on "The Adolescent Challenge" in the *Library Journal* for November 15, 1930, "If institutions and people were more aware of their own defects, there would be more constructive encouragement of the positive tendencies of this impressionable age."

All growing things need light and air, which interpreted in human contacts means encouragement and opportunity for the development of initiative and originality. Open-minded appreciation, on the part of older librarians of this need of the younger worker, will aid much in accomplishing our objectives and incidentally eliminate some of the causes of unhappiness, discouragement and friction among staff members in general.

Keeping up with the younger ones is one of the problems of the older worker and that reminds me of a story. A group of young people on a "hike" had been walking along for some time when a bystander noticed a man running after them. He was quite breathless and red in the face. "If you're trying to catch up to those young folks, you might as well give up," said the bystander. "You'll never be able to do it." "Well," gasped the man, "I'll have to—I'm their leader."

Does this mean that there is nothing for us to do but to accept and encourage all youthful innovations? Not at all. Superior knowledge and experience have been wasted upon us if we have learned from them only understanding and sympathy without sound judgment. An unworkable idea or suggestion should be discarded but only after respectful consideration and discussion which proves the soundness of our own position and leaves the way open for further suggestions. The door should never be closed to a new idea.

### *The Human Side*

In order to strengthen a young worker's genuine liking and respect for children, she must be given the responsibility of working with them in groups as well as individually. In this connection it is helpful for her both to read about and to observe their racial and individual characteristics. This will help her to understand traits which may differ from any with which she has previously come in contact. Here again, actions speak louder than words and for that reason one of the most stimulating, as well as exhausting ways of accomplishing this end is thru conducting a club. Anyone who has tried it will appreciate the truth of the story of the

breathless leader, I have just told. If she has the right stuff in her, as a club leader she will discover and develop her own sense of humor, unlimited patience, and a very keen sense of fair play. No personal favoritism must ever bias her judgment, and she must use great agility in changing her plans to suit the desires and ability of her group. Her capacity for making friends will grow thru this close contact with her boys and girls, and she will learn many things thru listening to their discussion that no amount of reading could teach her. In her effort to "catch up" with her group, let alone lead them, she will find herself obliged to study all sorts of subjects and to follow up many interests that she had never thought of pursuing. An article entitled "The Human Side of Library Work," by Irene Smith of the Brooklyn Public Library staff, published in the *Library Journal* for November 1, 1933, makes very clear the growth in understanding which group work brings to the leader.

The third basic quality mentioned, that of presenting an attractive appearance in manner and dress, may seem to be less essential. In years past, women with brains or special ability along any line were supposed to be lacking in physical charms, if not actually peculiar. We are glad that that has become a legend. Certainly anyone with experience in working with children and young people realizes the importance of one's appearance. First impressions are lasting, and we are often embarrassed as well as amused by the imitation, sometimes conscious, more often not, of our voice, our manner, or habit of dress. Our little children speak about it when we appear in a new dress, particularly if it is red or some other gay color. They notice when we change from street to golf shoes as we often do on busy afternoons. The older boys and girls say less but their looks express their appreciation of whatever they consider "pretty" or "swell," and always mention some point of dress or manner when asked to identify the staff member who served them.

The problem of getting the personal application of this idea across to the inexperienced worker requires delicate

handling. Keeping in mind that social attitudes change to some extent in matters of dress and manner with each generation, we must wait and watch for opportunities. In addition, there are the conventions of the local institution to maintain, regardless of one's personal opinions. Not many years have passed since a majority of chief librarians objected to bobbed hair. At present the main problems are what we consider bad taste in rouge, lipstick, ear-rings, and backless dresses. Some direct criticism is frequently necessary and in this connection stories of one's own experiences are helpful. Well do I remember the first year I was placed in charge of a children's room. My branch librarian said to me, "Miss Ewing, you have a fine carrying voice, but I think if you would talk a little more quietly, your children would not be so noisy." I tried it with lasting results as far as I was concerned.

I have discussed resourceful personality first because I feel very strongly that it is easier to train an ambitious young woman who likes children and knows how to appeal to them but who does not have a wide reading background, than one whose book knowledge is exhaustive but who is unable to make the right personal contacts. Some of the most conscientious students sent to me have been of the latter type. When we recall the list of children's librarians who have accomplished the most in *creative* work we realize how large a factor personality has proved. Do we think of their scholarship primarily? We do not. We think of their human companionableness, their vision and responsiveness to both people and ideas.

I do not mean by this that academic training and scholarship are to be scorned! Far from it, but unless some practical experience under direction is included during the year of training or immediately thereafter which develops individual outlook, theoretical knowledge is a dangerous possession. It tends to make a student a pattern rather than a personality. A doctor of psychiatry has accused children's librarians—whether rightly or wrongly—of having too theoretical an understanding of children. He says, "As long as you look at *what* chil-



ROBIN HOOD CLUB—EAST 131st BRANCH, CLEVELAND PUBLIC LIBRARY

Note arrows on bulletin board with children's names on them showing their progress in summer reading

dren do rather than *why* they do it, the non-average child will continue to be misunderstood and therefore unbene-  
fited."

To illustrate by a very simple situation which we take for granted needs no explanation but which is often misinterpreted by young workers: If an American boy comes into the library wearing his hat, we know he is either careless or showing off and are justified in ignoring his request until he behaves in a gentlemanly manner. But if a shy, foreign boy, not knowing our ways, comes in without removing his hat, we give him our best service and gently call his attention to the accepted custom later. And another: One evening three boys about fifteen years old came into a branch children's room. They were pals but an unusual combination of nationalities—one Irish, one Italian, and one Slovenian. They seated themselves at a table opposite some girls who were quietly looking up reference material for a school assignment. Very soon there was too much noise coming from that corner of the room and I asked the boys if they would please move to another table if they cared to stay, as they were disturbing the rest of the room. One of them said, "Aw, make the girls move

—we were here first." As there was no advantage in starting an argument, I said, "I'm sure you're a gentleman and will do what you're asked to do." The Irish and Italian boys responded promptly, but the third boy slunk down sullenly in his seat. I busied myself nearby, trying to appear as indifferent as possible when Jim, the Irish boy, said, loudly enough for all to hear, "Aw, never mind that guy—he left his manners at home." The three boys responded finally; they were equally anxious to be noticed by the girls; but their behavior was characteristic of their types. A wise children's librarian would not make an issue of the situation.

When it comes to passing love of books on to children we give only what we ourselves possess and our methods of inspiring young workers differ little from those used with the older boys and girls. A distinguished book is read and commented on with enthusiasm, new books are reviewed at staff meetings and compared with older titles. Workers are encouraged to express their enthusiasms, and to read reviews and criticisms from the *Horn Book*, the *Saturday Review of Literature*, the *New York Herald Tribune Books*, the *A.L.A. Booklist*, and other sources. Criticism of



books of earlier years found in Anne Carroll Moore's volumes is not forgotten.

In my own children's room students and beginning workers are encouraged to keep racks filled with books on various subjects and to watch the book cards in the day's count to see which books go out. In this way they learn which are popular with the children and they read or examine the others to discover if possible why they are not so well liked.

### *Developing Literary Taste*

Whenever an unusual title is added to the collection they are asked to read it, keeping in mind that it is a type which will require an introduction to children. Such books as *Bambi*, *Myself when Young*, *The Windy Shore*, and *The Winged Girl of Knossos* are in this class. Such reading will both broaden and deepen literary taste and appreciation. Informal reading of poetry to a small group around a table and the use of poems in the regular story hour are stimulating. This sometimes leads to a poetry club in which good poetry is read and enjoyed together. One student had a delightful time Saturday mornings after the story hour showing the children our beautifully illustrated editions of fairy tales usually kept in the locked case. By having their attention called to the individual characteristics of the artists some of the children learned to recognize their work whenever they saw it.

Until a young worker has developed a repertoire of her own, the more subject lists she has at hand the better. One week during the summer our schedule was such that three people were in the children's room; besides myself, an experienced assistant and a student. We sat down together and went thru our juvenile fiction shelf list card by card, adding titles as we came to them to a list of subjects not in our catalog: vacation, orphan, wilderness, mystery, humorous, mediocre, old-fashioned stories, talking them over in turn. Later these lists were typed on cards, and as new titles came they were added where they belonged. This file is kept at the desk and is used constantly.

Miss Rathbone, in her presidential address on creative librarianship, said, "We must know about the reading tastes, capacities, needs and habits of individual readers on all levels of the social structure." Thus a successful worker with children must be prepared to recognize and to help all types who come to the library. There is the gifted child with a high I.Q. We must help him to be a human, social individual as well as an exceptional student. He must be led to feel that he is not different fundamentally from other boys and girls and for that reason a judicious use of books ordinarily read by those older than himself may be advisable. Some of this group can take surprisingly difficult technical matter when looking for specific information on a given subject, but are still quite normal in their likes and dislikes in recreational reading.

Then there is the average normal young person whose mind, size, and appearance are all changing rapidly. Shall I say daily, or hourly? We need to exercise great patience and tact in our dealings with the adolescent in this stage of self-conscious growth; he is a child one minute and an adult the next. The beginning librarian must be trained to recognize this type and when in doubt to treat him as older rather than younger than his years. His self-respect is a very precious thing to him and it is much better to make him stretch than to run any risk of belittling him in his own estimation. If we look back to our own youth it will help us to be very wary of anything approaching ridicule or superiority in our manner toward our young people. They may appear more self-assured than we were at their age, but they are as sensitive.

There is a third class of the mentally slow, but physically over-developed, whose reading interests are adult but whose reading ability is low. This is a particularly difficult group for the inexperienced worker to serve and one that requires great tact and skill in handling while affording less satisfaction in results obtained. We are agreed that we must meet our older boys and girls on their own levels, not where we think they ought to be or where we wish they



COSSITT LIBRARY FLOAT AT MEMPHIS (TENN.) COTTON CARNIVAL  
Front part represents charging desk; rear, a bookshelf with bulletin board

were. To try continually to make them take more than they are capable of assimilating will only discourage poor readers with little ambition. We will never make of them serious readers, but by satisfying their natural desires with the best they can appreciate, we may keep them from harmful "literature."

All of these types the young worker in the children's room will find among the older members of her clientele. In books and articles written by librarians, social workers, and others interested in

the problems of the younger adolescent, she will find records of experiences which will enrich her own background, but only thru daily contacts can she learn successfully to serve each group.

To be successful in library work with children we must possess as rich a life as possible ourselves and pass it on to them without stint. As the old book of Proverbs so truly puts it, "There is that scattereth and yet increaseth; and there is that withholdeth more than is meet, but it tendeth to poverty."

### The School Library

"The library's a place for books  
To lighten the spirit and fill the mind—"  
"Oh, by the way, does that stapler work?  
I have an Ec. notebook to bind."

"There's nothing more wonderful than a book,  
The stored up wisdom of wisest men—"  
"Excuse me a minute if you will,  
I just dashed in to fill my pen."

"I worship the poetry of flowers rare  
The saucy glance in a pansy's face—"

"I like 'em too. I only came  
To see if I could borrow a vase."  
"Ideals of art so nobly wrought  
Are stated here in master prose—"

"You wouldn't mind lending me a hank?  
I got a nose. I mean a NOSE."

"The tale of Griselda's patient endurance  
Teaches one never to anger in haste—"

"I'll take a book some other time,  
But gimme a clip and a dab of paste."

VICTORIA MANSFIELD

# Dormitory and Fraternity Libraries

*By Willard P. Lewis\**



SIGMA NU FRATERNITY LIBRARY, PENN STATE COLLEGE

MID all the discussion regarding college students' reading centering around the University of Chicago Graduate Library School there has been little comment on strictly elective general reading. Their dormitory plan included both study books and reading books. Therefore, I am tempted to believe that the following account of a ten weeks' dormitory library experiment at the Pennsylvania State College may be of interest.

## The Grange Dormitory Library

The Grange Dormitory at that institution is a residence hall for girls with accommodations for from ninety to one hundred students, and a matron. It has no library room as such but a small check-room conveniently located near the hall and the matron's quarters served the purpose. It was planned to have the girls take the books to their rooms for reading. The College Library provided seventy books and sectional book-cases.

The books themselves included about thirty volumes of fiction, a dozen biographies, five volumes of poetry, four travel, drama and popular science, three volumes of history, two each of art and religion, and one each of philosophy and etiquette. They were mostly of recent publication with a few standards. A simple self-charging system was installed with temporary book-cards. A slip was inserted within each book explaining the purpose of the library, the method of charging and requesting the return of the book to the shelves within a two week period.

The results of the experiment are interesting. For the ten week period the total circulation was two hundred and fifty-three—an average of almost three volumes per girl. Of the ninety-two dormitory residents—fifty-seven are sophomores, seventeen are juniors, nine are freshmen and nine are seniors. Thirty of the sophomores, eleven of the juniors, six of the freshmen and six of the seniors read books—a percentage in each

\* Librarian, Pennsylvania State College.

case of between 64 and 70 per cent. One freshman read twenty-three of the books, two juniors read seventeen each, a sophomore read fourteen.

Of the books themselves—the one detective story in the collection—*The Murder of Roger Ackroyd* by Agatha Christie—circulated fourteen times in ten weeks. Mrs. Carroll's *As the Earth Turns* went out ten times. Mrs. Aldrich's *White Bird Flying* and Mrs. Peterkin's *Bright Skin* circulated nine times each. Other popular volumes of fiction were Miss Rea's *Six Mrs. Greenes*, Hemingway's *Farewell to Arms*, Mrs. Smith's *Flamenco*, *Night Flight* by St. Exupery, Wilder's *Bridge of San Luis Rey* and Buck's *Good Earth*. *Anthony Adverse* was in constant demand, altho, because of its length, its recorded circulation was only seven. Of the more classic fiction, *Anna Karenina* went out three times, Knut Hamsun's *Growth of the Soil* five times, and *The Forsyte Saga* and Poe's *Tales* five times each. In biography Lincoln Steffens' *Autobiography*, Vera Brittain's *Testament of Youth* and De Kruif's *Microbe Hunters* had five circulations each. Dorothy Parker was the most popular poet, altho Edna St. Vincent Millay was a close second. Kaufman's *Of Thee I Sing* was the favorite drama. Halliburton's *Royal Road to Romance* had the best circulation in travel, Jean's *Mysterious Universe* the best in science, and Browne's *This Believing World* the best in religion. Craven's *Men of Art* and Mrs. Post's *Etiquette* were popular.

As a result, Grange Dormitory is demanding another library for the fall. The Women's Self Government Association is furnishing a library and bookshelves for McAllister Hall—a second and larger girl's dormitory—for a similar purpose and "The Woman's Building," the third of the larger residence halls for women, is making similar plans. The books are all accessioned and made a part of the College Library and after being rotated to the various dormitories will be returned to the central library for further circulation. Of the seventy volumes in the Grange Dormitory Library only one disappeared. It is probable that the plan will be extended

to the three residence halls for men as soon as possible. It is all a part of a general campus ideal which includes the development and encouragement of libraries at the fifty-six fraternities, for more and better reading among the students of the Pennsylvania State College.

### Fraternity Libraries

Whereas the dormitory libraries consist entirely of books for recreational reading belonging to the College Library and serve as branches or stations of the College Library, the fraternity library belongs to the chapter in which it is housed. Of the fifty-six chapters of social fraternities which maintain houses at the Pennsylvania State College the majority now maintain libraries in special rooms or alcoves set apart in their houses and the fraternity librarian is a regularly elected official of the chapter. This is largely due to a promotional program initiated by the College Library. It has been unfortunately true in many fraternity houses on many campuses that the fraternity library is but a name for a shelf or two containing a few out-worn text-books contributed by departing alumni, perhaps a few numbers of the *New Yorker*, a partial file of the college annual and a worthless encyclopedia sold to an unsuspecting student buyer by a crafty book agent. Such was the case in many houses at Penn State.

The College Library as the initial step in its campaign compiled from various reading lists and book review journals a list of seven hundred books for general student reading called "The Fraternity Five-Foot Shelf." The list included a few books of general reference in art and athletics and science but for the most part included readable books in languages, travel, fiction, poetry, drama, essays and general literature. Some were books of yesterday—more were recent and current volumes. The list was carefully selected and had the benefit of criticism by several members of the faculty and a number of librarians. It is not annotated but does contain publisher and list price and other information necessary for identifying editions. The Interfraternity Council approved the whole proposition and paid for the



KAPPA DELTA RHO FRATERNITY LIBRARY, PENN STATE COLLEGE

printing of five hundred copies of the list for distribution to the fraternities and urged the immediate appointment or election of fraternity librarians in all chapters.

The College Library agreed on its part:

1. To act as agent in purchasing the books thus obtaining the benefit of library discounts and transportation savings.

2. To provide and insert suitable book-plates and to turn over the books to the fraternity librarians at the College Library.

3. To instruct the fraternity librarians in the care, arrangement and checking of the books under their charge and in simple cataloging procedure as well as providing the necessary catalog cards so that each chapter may have a suitable card record of their books.

4. To advise with the fraternities prior to the purchase of any volume or volumes not on "The Fraternity Five-Foot Shelf," particularly reference works offered by subscription houses or book agents.

The real success of this venture has, of course, depended on the activities of the fraternity librarians and other students interested. A monthly meeting of fraternity librarians has been held at

the various fraternity houses generally around an open fire.

Results continue to accrue. Six chapters have bought books thru the College Library. Others have included definite amounts for such purpose in the fraternity budget for the next year. One senior delegation presented a small well-selected collection of books with a memorial book plate to its chapter in memory of a brother who had died. One librarian sent letters to all the Penn State faculty members of his fraternity on the campus—there happened to be fifty-six—for books or money for the library and received worth while contributions from twenty-five. Two fraternities subscribed for the Literary Guild books. Two fraternity librarians brought lists of periodicals to which their fraternity subscribed for revision by the college librarian. Twelve fraternity librarians have cataloged their books with the aid of the College Library staff. The college librarian on invitation went over the library of one chapter and culled the useless and out of date material. One chapter bought books with the money heretofore used for phonograph records. Letters have been received from six national fraternities that wish to promote the library idea within their own chapters and from deans of men and of women from other colleges.

# Libraries for State Wards: The Minnesota Plan

*By Perrie Jones\**



CHILDREN'S LIBRARY, SCHOOL FOR FEEBLE-MINDED, FARIBAULT, MINN.

IN Minnesota there are eighteen state institutions under the Board of Control of the Department of Public Institutions. Each one of these institutions has its own permanent organized library with its budget for books and magazines determined by its own superintendent. Appointed by the Board and directly responsible to them is the Supervisor of Libraries whose responsibility is the general policy of administration, the choice of books and magazines and that important matter of recommendations of local librarians.

This unique plan, and I use the word after consideration as I believe Minnesota to be the only state which has adopted a type of organization under which a supervisor is directly responsible to the Board of Control and not the Library Division, may be traced for its beginning to the generous vision of the then Library Commission and the progressive, intelligent spirit of the Board of Control.

More than a passing word should be given to this form of organization, as I

believe it has made possible much of Minnesota's proud standing in the matter of institution libraries. It was felt back in 1913 after Miss M. E. Carey had been dividing her time for five years between the Library Commission and the libraries in the institutions, that the latter needed a full-time, trained library supervisor, and that she could function much more effectively if she were an integral part of the Board rather than from some other department. Miss Clara F. Baldwin, Secretary of the Library Commission at that time, was quick to recognize the advantage to the institutions, if not to her department, of such an arrangement and characteristically put behind her any thought that might have arisen of disadvantage to her own department, handing over to the Board and its supervisor complete control of these libraries. Miss Carey, from 1913 until 1928 when she retired, held the position of supervisor, fifteen years of wise administration.

Because of this placing of responsibility directly with the Board and its appointee, there has been undoubtedly

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more interest in and solid backing of a progressive library program in the institutions than would have resulted otherwise.

If you add these two elements, an organization that met with favor and an exceptionally suitable person in charge, to a third which was a predisposition on the part of the founders of the institutions to a civilized view of caring for the State's wards, you will understand that these libraries had a promising beginning. As far back as the first prison law which established the State Prison in 1851, there was a provision for a certain sum to be spent annually for books. Likewise in one of the early reports of the School for the Deaf, in the difficult days following the Civil war, there is a statement of the necessity of a suitable collection of children's books for the students in that school. As a result of such interest there is today in this school an unusual collection of several hundred volumes of children's books of 1850 and 1860 in the original editions and bindings.

So from the first, we may rightly feel that this state has been extremely fortunate. Tradition plus rulings plus personality have played into the hands of a good library system and explain in large part how Minnesota has come to be a "white-headed boy" in this matter of institution libraries.

This system may perhaps be visualized most easily if it is described as a regional library with eighteen units of widely varying size and character within a radius of 200 miles from its administrative center with no central depot of books at headquarters.

There are today in six of the institutions experienced, full-time librarians, five of whom were appointed during the last two years. The policy of placing college graduates with library training in these positions has gained in favor among the superintendents. The method of "peaceful penetration" works very well. In the others the libraries are in charge either of the school principal, one of the attendants, matron, officer or even inmate. The supervisor makes on the average three visits a year to each institution arranging her own schedule.

The book collections vary in size from approximately 1,000 to 17,000 volumes, and the size of the institutions, counting inmates only, from 60 to 2,200.

The books, selected by the supervisor, with the advice of the local librarians, bought by the Board's purchasing agent, paid for by the individual institutions, are prepared for circulation either by the supervisor's assistant, also a trained librarian, if the work is done at headquarters, or with the help of the supervisor in the case of the larger collections where the books are sent direct to the institutions. The D. C. is used and the cataloging is very simple, with only a shelf-list for the smaller collections, tho dictionary catalogs in varying stages of completion appear in the larger libraries. Duplicate shelf-lists by institution are part of headquarter's records. The collections in eight of the institutions added to quarterly and in the others semi-annually, are well-rounded and usable, with a high percentage of non-fiction.

In all the institutions except the Reformatory for Men at St. Cloud, the State Prison, the ward for the criminal insane at St. Peter, and one of the asylums for the insane where ward collections of twenty volumes each are kept in constant circulation, all who are physically able to do so come into the library and choose their own books. In the State Sanatorium for the Tuberculous where most of the patients are in bed, the librarian, a university graduate with library school training, makes ward visits with the book-cart. In one of the hospitals for the insane the librarian, likewise a university library school graduate, also does ward work. It is arranged in the hospitals for the insane to have only a very few come to the library at a time so that the librarian may give them individual attention. The nurses also help by coming to the library with requests when the patients are unable to do so.

In the institutions which include class-work the library is modeled on the lines of the modern approved school library with classes brought to the library, instruction in the use of the library, and at the School for the Deaf, a class of four in library technique. In addition



GILLETTE STATE HOSPITAL FOR CRIPPLED CHILDREN, ST. PAUL, MINN.

the importance of adjusting the library to the individual is emphasized continually. Experiments are tried out, results studied. At the Gillette Hospital for Crippled Children the library has characteristics of both a hospital and school library. The combination here of imagination and personality in the librarian and a gift memorial library has extended the possibilities of a library's usefulness to far points. At the Training School for Boys every boy has an interview with the librarian very soon after he arrives so that a personal contact is established, his tastes and reading ability discovered and books suggested and noted on his card before he has time to feel lost. The library has its place in the recreation schedule with hobby collections and reading aloud, and also concerns itself definitely with the sub-normal group.

At the Reformatory for Men at St. Cloud an important part of a new man's introduction into the régime is his knowing the library. Here the library is a long room on the upper floor of the new educational building, with steel stacks, necessary tables, chairs, desks, et cetera, and some large, gay, foreign framed posters. Its 7,000 volumes include a good proportion of history, biography, literature, travel, economics, psychology

and the like. The technical and reference shelves are well stocked and form an important part of the non-fiction reading. In addition the institution subscribes to thirty-two weekly and monthly periodicals including trade and technical magazines.

It is often noted and figures are quoted to show the incidence of economic pressure and crime. There would seem to be another important interrelation and that is between crime and the utter lack of any trade or vocation of the law-breaker. Now the Education Department of the Reformatory has taken hold of this situation and is including all the shops in the school curriculum with the library a hard working ally.

A diagnostic test is given in reading as a part of the educational tests which every inmate must take within a few days after entering the institution. After his grade placement in academic work has been so determined the inmate is called to the office of the Director of Education who also acts as institution librarian and is counseled in the use of the library facilities. During that interview, a record is made of the inmate's reading habits, the types of books and magazines he prefers and has read in the past, his favorite authors and the types



of non-fiction he is most interested in and most suited to. Library cards, both fiction and non-fiction, are filled out for him during this consultation and an effort is made to see that his reading habits are extended into wider or perhaps different fields. If the new inmate expresses a desire for a reading course in any particular subject it is outlined for him by the Director of Education, inasmuch as there is no trained librarian, and turned over to the library. The data obtained during this interview become a part of the individual educational files kept for each inmate. Our greatest need here is a trained civilian librarian who can give even more reading guidance and make possible the inmates using the library as a reading room.

In the all-day elementary and high school with an enrollment of nearly 300 students in this institution, considerable emphasis is placed on directed supplementary reading. The necessary reading lists are available. The relation between the Director of Education and the staff of the local State Teachers' College is very close and equally helpful. Many of their advanced students are used as instructors. The Relief program has provided still others.

In addition to the ordinary activities and responsibilities which a library assumes in cooperation with class-room work such as class-room collections and special requests, library bulletin boards are being placed in the shops and as the shop instruction progresses thru its various phases, reference material pertaining to the particular processes or stages involved, are posted. The technical and vocational education is also linked up with appropriate reading in other fields to give the inmate a more satisfactory general background. In addition to a free use of bulletin boards exhibiting information as to circulation, book-jackets, lists, and the like, there is the column of book-notes in the weekly paper, *The Pillar*, as well as a single sheet monthly supplement devoted particularly to the new books. These reviews are done by the inmates and maintain a high level of performance.

The State Prison also maintains a book column in its weekly paper, *The*

*Mirror*. There is also in *The Mirror* a Query column in which are printed the questions with their answers that the individual prisoner is allowed to send to the supervisor. Both at the Reformatory and at the Prison the men are paid a small daily wage for their services and work in the library is considered highly desirable. Naturally much care must be taken to see that lively barter in "plugs" and chocolate bars for special book privileges is made impossible. At any time, the men may ask for special books from the supervisor and do so. Altho contact with the individual to any great extent has not been possible at the Prison as at St. Cloud the amount of reading done is tremendous and the collection is large tho not so well supported as at St. Cloud.

At the Reformatory for Women at Shakopee with its sixty inmates only, we are building up slowly a useful collection, with the teacher in charge of the class-work stimulating new interest. The attractive, tho smallish room, with shelves on two sides, a bay window, reading table, mounted foreign posters, is open to the women every evening, who come, one cottage at a time, and spend an hour or so browsing from the shelves. Another room across the hall is for reading solely. Inasmuch as this whole institution looks like and has the atmosphere much more of a girls' school than a prison the library has an opportunity for some interesting experiments.

There is not space in this brief paper to more than outline this work or even to mention all the institutions. In addition to the work with the eighteen permanent libraries the supervisor selects and circulates traveling libraries (35 volumes each) among the twelve small (25-40 beds) county sanatoria for the tuberculous thruout the state. These collections move every two months and are budgeted for by the Division of Tuberculous under the Board of Control. In this connection it should be mentioned that inasmuch as the staff at the State Sanatorium because of their contagion technique may not use the same books as the patients, the new books are always at the disposal of the staff and employees before they go to the patients, which they do as soon as

the next new lot arrives. In addition there is for the staff a fifty-book traveling library rented from the Library Division of the Department of Education. We call upon the Library Division for loans whenever necessary, which is not often.

At headquarters there is adjacent to the supervisor's office, housed in a separate room, the Board's library, a specialized collection of books on penology, feeble-mindedness, insanity, child welfare, delinquency, et cetera, together with state and federal documents for the use of the Board or any other state

they received their quota of the project's output. These are greatly appreciated.

We feel that opportunities to use the library to its full capacity are increasing, that the beginnings we have had in this state, carrying with them as they do, obligations for careful and consistent development are producing the helpful agency envisioned by the founders.

With the economic and spiritual necessity before us of making every man and woman possible a self-supporting unit in the community, the library is working to meet the demand which falls to its lot. In the nature of things these wards



LIBRARY OF THE STATE REFORMATORY FOR MEN, ST. CLOUD, MINN.

department or any institution staff member who may have need of them.

Briefly then, this work may be summarized as an organized library system with eighteen branches scattered about the state, a small specialized reference collection of the 300's at headquarters and twelve traveling libraries in constant circulation. During the last biennium ending June 30, 1934, 6,627 volumes were added by purchase and 2,217 by gift, 8,844 in all, to the institutions, the traveling collections and the Board's library. Last, and of comparatively little importance, the circulation for that period in the institutions alone was well over the million mark.

Our institution libraries have also been fortunate in having over one hundred P.W.A.P. works of art allocated to them by the Board of Control when

of the state as they go out into society will have a narrow margin of security. The library can definitely enlarge that margin.

With the progressive policies of caring for the insane, criminals, delinquents, the blind, deaf, crippled, and others in our institutions the library has kept pace and has a future of great interest not only in maintaining approved standards of library competency but in affording unusual opportunity for special studies in such matters as remedial reading, vocabulary studies, therapeutic reading and reading tastes. Most of this to be sure lies in the future, that moment of existence barely glimpsed in front of us before we must turn our heads over our shoulders to see it disappearing in the past. So it seems not unwise to speak of plans not yet completed in outlining the library system that exists today in the state institutions of Minnesota.

# My Motion Picture Information Department

By Jeannette M. Drake\*

MOVING pictures are acknowledged to be an important factor in our modern life, a factor which must be reckoned with and cannot safely be ignored. Any angle of public life which has as wide an interest radius, and as great an influence as the motion picture, particularly on the youth of our time, is of significance to libraries.

Because of the feeling of a measure of responsibility in the matter, the Pasadena Public Library was glad of the opportunity to cooperate in the dissemination of the news of good pictures and that of poor or vicious ones, thru a Motion Picture Service.

This service, installed in January of this year, is, as far as we know, unique in Pasadena in that it had its inception in the Pasadena Coordinating Council of Social Agencies. This is a voluntary group made up of representatives from the social workers, the juvenile court, the school truant officer, a minister, and others. This committee has community interests at heart and the *improvement* of any community influence which affects the young people of the city.

Thru the Council's efforts and with the cooperation of the theater managers, the picture service was made an S.E.R.A. project which the Council hoped to handle thru the library and with the cooperation of the library. This was a tribute to the library's place in the community as a factor in its betterment, a recognition which we were happy to verify and encourage thru this plan.

The service is handled in this way:

A catalog file of over-size cards is brought weekly to the library by the service representative and filed by him in the box provided for that purpose. The file is in two alphabets; first, arranged by the name of the *theater*, and second, by the *title of the picture*. Hence, the information wanted may readily be found according to the nature of the request.

The cards are brought into the library a week in advance so that forthcoming pictures as well as those currently showing may be reported upon. The file is kept in the Reference Room and the reference librarians answer all inquiries from it. In fairness to the exhibitors there is no advice given as to the "best" picture to see. That is left to the judgment and choice of the enquirer after he hears the reports on the pictures in which he is interested.

It is always made clear to the enquirer that all opinions are *quoted* and do not originate in the library, nor is the library in any way responsible for them. We quote the information provided and the *source* of the judgment is always given as well.

Under the file, *by theater*, the name of the theater, its address and telephone number, the inclusive dates when the picture will be shown, time of performance, price of admission and name of picture, are listed.

Under the file, *by picture*, the title of the picture, at which theater it may be seen, the cast, director, and the report on the picture's merit are indicated. The sources of the quotations are varied. They include, among others, the California Parent-Teachers Association, *Parents' Magazine*, *Christian Century*, *Educational Screen*, Woman's University Club of Los Angeles, etc.

A résumé of the plot of the picture is given with comments and a concluding recommendation. These recommendations are enlightening and helpful and prove a terse guide to selections. One word often tells all one wishes to know. As a sample of the service, I quote from an actual card in the file:

## "COUNTESS OF MONTE CRISTO" Universal

Comedy—Mar. 1934. Director Karl Freund  
Cast: Fay Wray, Paul Lukas, Patsy Kelly  
MOTION PICTURE PRODUCERS AND DISTRIBUTORS  
"... A fanciful comedy with the Cinderella touch. Much of the background is foreign made and authentic and interesting. Implausible, but amusing and clean in treatment. ADULTS AND YOUNG PEOPLE."

THE UNIVERSITY WOMENS CLUB, LOS ANGELES  
"... This is a clever farce. Fantastic, highly improbable, lightly entertaining. 12-16 Amusing. 8-12 Interest."

Comments vary according to the quality of the picture and range from "Too sad for emotional children"; "Unwholesome"; "Misleading ethics"; "Adults," depending on individual taste; 8-12, "too mature to appreciate; "not for highly nervous children," etc. Also when a picture has been made from a book that fact is noted. This is directly helpful to the library itself.

This appraisal of current releases helps the whole family choose their film entertainment intelligently since quality, age and audience suitability are all indicated. The information is of great service to parents, especially, who wish to know what their children are seeing for amusement.

\* Librarian, Pasadena Public Library, Pasadena, California. This paper was read before the Small Libraries Round Table at the Denver Conference of the A.L.A.

The catalog cards are brought to the library already typed and the representative files them and keeps the record up to date. The library's part is simply to house the file and give out the information contained in it. There is no charge, of course, connected with the service.

The Motion Picture Service is a practical aid and is intended furthermore to encourage a more critical attitude toward motion pictures and to develop appreciation of their artistic and character values. The library is happy to assist in and have a part in such an enterprise.

## The New Year in Other Lands

Compiled by Myrtle Funkhouser\*

### GENERAL

- Chambers, E. K. New year customs. *In his* Medieval stage. 1903. v.1. p.249-73  
 Chambers, Robert, ed. New year's festivities. *In his* Book of days. 1883. v.1. p.27-34  
 Deems, E. M. comp. New year's day. *In his* Holy-days and holidays. c1902. p.3-7  
 Eichler, Lillian New year's day. *In her* The customs of mankind. c1924. p.393-403  
 Frazer, J. G. New year customs. (Consult the index volume to his *The golden bough*, 3d ed. 1907-15. 12 vols.)  
 Hone, William New year's day. *In his* Every-day book and table talk. 1824-27. v.1. p.3-20; v.2. p.4-26; v.3. p.7  
 Hopkins, Tighe New year's day. Eng Illust p.14-22 Ja '95  
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 McSpadden, J. W. New year's day. *In his* The book of holidays. rev. ed. 1927. p.3-15  
 McWhorter, G. C. The holidays. New year's to Twelfth-night. Harper 32:358-65 F '66  
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 Miller, E. W. New year's day. *In his* Monographs on anniversaries and festivals. 1913  
 Nash, E. T. New year's customs in many lands. Chautauquan 26:423-4 Ja '98  
 New year. *In* Mabie, H. W. Book of Christmas. c1909. p.296-332  
 Notable new year's days. All the Year Round 74:5-8 Ja '6  
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 Picton, J. A. New year's day. Good Words 23:52-6 Ja '82  
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 Walsh, W. S. comp. New year's day. *In his* Curiosities of popular customs . . . c1897. p.732-50  
 Wells, J. New year's day; customs of various nations. Sund M 28:16-20 Ja '99

### AMERICA, TROPICAL

- Nuttall, Zella New year of tropical American indigenes. The new year festival of the ancient inhabitants of tropical America and its revival. Bul Pan Am Union 62:67-73 Ja '28

### ANAM

- Meynard, Alfred. Time's fresh budding in Annam. Asia 31:104-7 F '31

### BABYLON

- Hooke, S. H. Babylonian new year festival. J Manch Egypt & Orient Soc 13:29-38 '27

### BRITISH ISLES

- Brand, John New year's. *In* Brand's popular antiquities of Great Britain. Faiths and folklore . . . 1905. v.2. p.433-6

- Brand, John New year's day. *In his* Observations on the popular antiquities of Great Britain . . . 3d ed. 1849. v.1. p.10-20  
 Brand, John New year's eve. *In his* Observations on the popular antiquities of Great Britain . . . 3d ed. 1849. v.1. p.1-10  
 Hervey, T. K. New year's eve and new year's day. *In his* The book of Christmas. 1888. p.315-38  
 New year's day festivities. Frank Leslie's M 45:73-9 Je '98  
 Rhys, John and Higgins, T. W. E. "First foot" in the British Isles. Folk-Lore 3:253-64 Je '32  
 Telford, E. P. Wassall bowl. Harper's B 30: 33, 36 Ja 9 '97  
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 Pruitt, Ida New year's eve in Peking. Atlan 149:47-53 Ja '32  
 Saito, Shinichiro Peking's new year. Trans-Pac 16:8 Ja 14 '28  
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 Smith, A. H. Chinese new year notes. Miss R 21 (n.s.11):49-52 Ja '98  
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 Waln, Nora Coming of China new year. Atlan 137:88-93 Ja '26

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- H. H. A Chinese new year's in California. *In* Our holidays; their meaning and spirit retold from St. Nicholas. c1905. p.32-4  
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 McDonald, E. A. B. A new year's gift. In her Colette in France. c1913. p.112-16  
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## GREECE

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- Godden, G. M. Notes on some annual customs of the Abruzzi peasantry. Antiquary 33:83-7, 110-14 Mr '97

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 De Forest, J. H. New year's day in Japan. Mis R 24 (n.s.14):347-8 My '01  
 Ema, Tsutomu New year traditions. Trans-Pac 16:3 Ja 14 '28  
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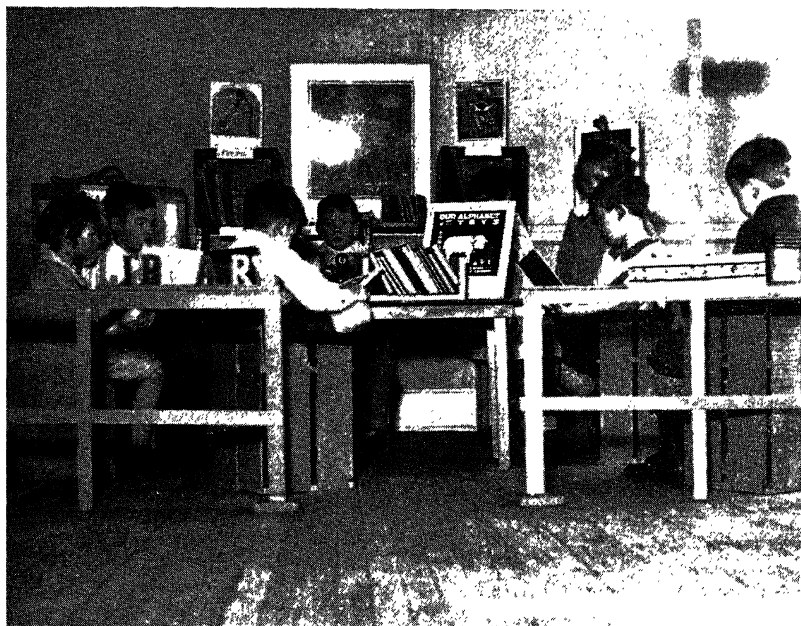
## A Kindergarten Library Project

By Adeline Taylor

LITERATURE and kindergarten are both long words but one would think that was about all they held in common. Not so in Cedar Rapids (Iowa) kindergartens, however, where even literature is not too com-

plicated a subject to be simplified into an interesting and instructive classroom project for the five to six-year-olds.

No more worthy school objective could there be than the stimulation of reading in-



KINDERGARTNERS BUILD THEIR OWN LIBRARY, CEDAR RAPIDS, IOWA

terest and no better and more responsive field is there than in the very beginning of the school set-up, the kindergarten. Proof of this is the kindergarten library project recently completed in a Cedar Rapids elementary school.

Not only have the boys and girls had no end of fun in building and painting the furniture for their little library and pasting up pictures for books with which to stock the shelves but they have become acquainted with the best in juvenile fiction, learned how to take care of books, acquired useful knowledge from pictures, learned how to mount pictures, found out the uses of the library, learned to tell the difference between a story and a poem, learned to recognize colors, gained some knowledge of arithmetic from measuring boards and orange crates for their miniature furniture, learned to recognize letters, numbers and names on labels, learned how to mend books.

Nine words they added to their vocabulary—library, librarian, shelves, literature, file, repair, author, titles, index. But even more important than all these outgrowths from the project is the fact that these little folk at an early and impressionable age have developed an intelligent interest in reading which in the majority of cases will develop as they grow up. More and more the realization is coming that the time to implant the incentive for

doing the worthwhile instructive and cultural things is at the beginning of school, not at the close with the giving out of diplomas.

Shelves were built by the children and the books in their library together with those brought from home were segregated into different groups—ship, airplane, picture, animals, Mother Goose. Cards cut out of colored cardboard were printed to designate which shelf held what type of stories and the children learned to recognize the different sections by the color of the label.

A visit to the public library preceded the school activity and there the youngsters noticed display racks for new books and built some of these for their own library, as well as reading tables, chairs and benches. Pictures cut from magazines and papers were brought in by the children and compiled into picture books for the library. In one corner of the library, which is set off from the rest of the room by a low wooden railing painted green to match the orange crate furniture, is a "moving picture machine." This machine consists of a frame set on a standard in front of which children can drop a series of pictures telling a nursery story.

The boys and girls have as much fun using their library as they did making it, and reading is now one of the biggest sports in the day's program.

# The School Libraries Section

*A monthly department about school libraries, prepared for the WILSON BULLETIN under the auspices of the School Libraries Section, American Library Association. All school librarians, whether or not they are members of the Section, are invited to utilize this department for the discussion of their problems. Pending the appointment of an editorial committee by the School Libraries Committee of the A.L.A., notices for these pages should be sent to Louisa A. Ward, South High Library, Denver, Colorado.*

## Publicity Report of

MARGARET CLEAVELAND

John Adams High School, Cleveland

(Tied for Third Prize, A. L. A.  
Publicity Contest)

WITH the library overcrowded for a half of each day and filled to capacity the other half, our advertising has to be the kind which will make the book and pamphlet resources known to those who come to the library instead of publicity which will influence more students to try to come from the Study Halls.

In this effort to improve the quality instead of the quantity of our library service, our publicity has been along the following lines:

Bulletin board and book displays in the library.

Discussion of mutilation and missing books thruout the school.

An effort to decrease library fines.

Informing faculty of library resources.

Sending advance notices to branch libraries of reference assignments.

Introducing the library to incoming students.

### Exhibits

To advertise the vertical file frequent bulletin board displays have been used, headed

PAMPHLETS FOR GEOGRAPHY

DO YOU USE THE VERTICAL FILE?

When Geography classes were studying South America, a map and suitable pamphlets were posted. In a similar way the microscope was correlated with biology; chemistry pamphlets at the time of the convention of the American Chemical Society held in this city; vitamins, proteins, phosphorus and calcium with classes discussing diet.

To arouse an interest in leisure time activities, bulletin board displays have been arranged such as:

WHAT IS YOUR HOBBY?

THIS IS MYRON JAFFE'S (Photography)

(or)

THIS IS ROBERT VOTYPKA'S (Microscopic Photographs and Drawings). A third type of bulletin board display was planned to stimulate recreational reading. In a high school, students who are prominent in athletics, student government, and the school paper receive recognition. Why should not those who do good reading be noticed?

A bulletin board headed

RECOMMENDED BY

and bearing a list of books which the individual student enjoyed has brought to the attention of the student body a great variety of titles actually read and enjoyed by high school boys and girls.

We asked students whom we had recognized as good-readers for lists of from ten to fifteen titles which they had enjoyed. In addition other students on their own initiative have left lists on my desk from time to time. We found that thirteen of these student lists totaled 160 titles of which more than one-third were non-fiction. To give an idea of the quality of the lists I quote several titles of both non fiction and fiction.

### NON FICTION

Alexander  
Bourke  
Chamberlin  
De Kruif  
Finger  
Gibbs  
Ibsen  
Jackson  
Lindsay  
Seldes

Once a Grand Duke  
Eyes on Russia  
Soviet Russia  
Men Against Death  
David Livingstone  
Since Then  
Peer Gynt  
Europe Since the War  
Selected Poems  
You Can't Print That

Soule	The Coming American Revolution
Steffens	Autobiography of Lincoln Steffens
Strachey	Menace of Fascism
Villiers	Grain Race
Warner	Unintentional Charm of Men
Wells	The Shape of Things to Come

## FICTION

Brontë	Jane Eyre
Buck	Good Earth
Canfield	Home Maker
Carroll	As the Earth Turns
Cather	My Antonia
De La Roche	White Oaks of Jalna
Dostoevsky	Crime and Punishment
Feuchtwanger	Oppermans
Galsworthy	Forsyte Saga
Hardy	Mayor of Casterbridge
Haworth	Caverns of Sunset
Hergesheimer	Java Head
Lane, Rose W.	Let the Hurricane Roar
Sinclair	Boston
Walpole	Wintersmoon
Wells	Joan and Peter
Wilder	Bridge of San Luis Rey

These 160 titles formed the basis of a book display advertised by a large sign "RECOMMENDED BY ADAMS STUDENTS." Seldom has a display of books been so popular. As one student expressed it, "The variety of that gets me."

It has been interesting to see the attitude of the students toward the student recommendations and the Hobby displays. It has decidedly increased their feeling of ownership in the library and has given more of the attitude of partnership, which is perhaps one requisite for the success of a school library.

In an effort to bring to the attention of the entire school the serious problem resulting from the mutilation and theft of books the following program was followed:

On October 23 and 24 the students in two public speaking classes, each one armed with a mutilated book, spoke before every home room and in some English and history classes. The home room teacher graded the talks which were credited as the day's recitation by the public speaking teacher. In preparation of these talks the librarian had presented to the public speaking classes the following facts:

1. Size of the missing list for 1934
2. Types of mutilation
3. Cost of rebinding of books
4. Cost of photostating pages to mend mutilated books
5. Decreased book budget

This program received the hearty support of the principal and the head of the English Department. From the publicity standpoint it brought the problem of mutilation of books before the entire faculty and student body.

*Library Fines*

Publicity in an effort to decrease the number of students owing fines was given on the library bulletin board, under several headings,

ARE YOU THE ONE OWING A FINE?

HOME ROOMS WITH ONE FINE

(or)

HAVE YOU A LIBRARY FINE?

followed by the student's name and the amount of the fine. Recognition was given to those Home Rooms which owed no fines. In addition typed notices were sent to individual students who owed a fine for one month stating the amount and the date due. This type of publicity was in addition to the regular use of Student Council cooperation and occasional notes to teachers.

*Information Sent to Teachers*

Believing that more extensive use of library resources will be made if each teacher knows what material is available, we attempt to keep the faculty informed of new pamphlets and books. The librarian was requested to speak before the Home Economics Department in an effort to increase the amount of use made of the library by the students in that department. A record was kept for a short period of the number of students and of the books circulated in half a dozen different subjects in order to form a basis of comparison of the use of the library. From Home Economics as well as others which make frequent reference assignments, we obtained semester outlines. With these on file we have advance information of the majority of subjects to be discussed in the classes. We are a branch of the Cleveland Public Library, and this device gives us the opportunity of borrowing additional material. Since many of our students use branch libraries, lists of subjects to be studied the following weeks are sent to branch libraries and to the Stevenson Room at the Public Library.

*Introducing the Library to Incoming Students*

The Office set up a Guidance Program for the new students. Meetings were held once a week thruout the semester, when different phases of the curricular and extra-curricular activities were presented. The library was

(Continued on last page)



# Letters from an English Cousin

*This is one of a series of informal communications from England appearing bi-monthly in the "Wilson Bulletin." Our English correspondent is Frank M. Gardner, F.L.A., of the Kensal Rise Public Library, Kensal Rise, London N.W. 10, and editor of "The Library Assistant," official organ of the Association of Assistant Librarians. English librarians are invited to send material and photographs to Mr. Gardner for this department.*

## VII.

Dear Friend:

I was glad to have the opportunity last week of attending the opening of a charming addition to the modern libraries of London—the Golders Green Branch of the Hendon Public Libraries. The Hendon Central Library is of course itself one of the newest additions to London's Public Libraries, and is usually visited by American visitors, and this new branch is a worthy offshoot.

It is a small library, partly because there is a definite tendency in England towards smaller branch libraries, and partly I imagine because land values in North-West London have become almost prohibitive in recent years, and the question of obtaining a site at any price at all is a difficult one. The site on which the library is built is not an easy one, being long and narrow, with open space at the back and front only (I understand that our English law of ancient lights made additional difficulties), but virtues have been made out of necessities in the production of a very interesting interior arrangement.

The reading room, that bane of the English branch library, has been abolished, and a single staff enclosure has been made to serve both adult lending and children's library. A small reference library has been provided in the lending library, and the children's library can be adapted for use for lectures. The librarian's office has been rather amusingly but most practicably placed on a balcony overlooking the adult library, and necessary stack accommodation has been tucked in on both floors. A small additional amenity is provided in a small garden for summer reading, access to which is gained by French windows from the adult library. Every ounce of available space has been used, and that space arranged for economic administration by a small staff, a notable point when I remember some of the libraries I have seen and worked in. The chief point of criticism I could make was that no room had been left for expansion, and the building was too solid to be ready for pulling down in thirty years, as would probably be necessary.

I describe this library, not because it is particularly important in itself (it is not so luxurious as the new branch at Leytonstone nor so rich in ideas as new branches in Leeds and Sheffield), but because, while it is fairly typical of the modern small library in England, it is different enough to be interesting to the student. After all, the small library is the backbone of the library movement in England and America, and while few of us hope to have the building of a library like Manchester or Sheffield, most of us expect to design at least one branch in our careers. And while differing issue methods create greatly differing designs, in the planning of interior arrangement England can learn from America and America from England. You will then I think be interested in comparing and contrasting the plan of such a building with similar ones in America.

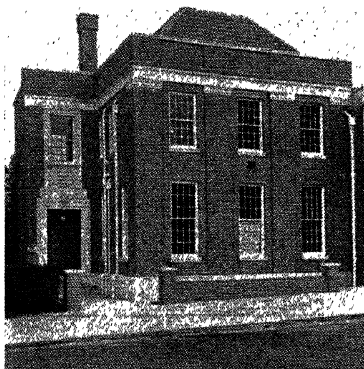
I was traveling in East Anglia recently (which is of course the round bump on the Eastern side of England, and saw there a children's library I had not seen before, at Lowestoft. The library had been opened some time, but with its royal blue stained shelving, primrose washed walls, and deeper yellow display panels, this remained one of the prettiest libraries I had seen for some time. I often wonder, by the way, whether your children's libraries in America are really so ugly as they appear in photographs. There seems to be a universal use of spidery "old world" chairs and long polished tables which I find most repelling. I hope you will hotly resent this and produce some photographs of children's libraries worthy of being put beside your magnificent adult reference libraries and lending libraries I see illustrated.

The purpose of my visit to East Anglia was to speak to members of the Assistant Librarians' Association on the issue which is at present agitating us here—the proposed final amalgamation with the Library Association. It has been felt for some time that the present state of affairs, with the complicated network of divisions, branches, sections, was out-of-date, and a scheme for complete absorption has been prepared and is now being voted upon. Since the scheme involves the entire disappearance of a thirty-five-year-

old association with 3,000 members, and the discontinuance of the *Library Assistant*, you will realise that there has been some controversy and some heart-burning. But I have little doubt as to which way the issue will go. A single and truly national association is an essential for further library progress in England, and I think assistants will take the long view and realise that.

The question of nationalisation for instance, which as I told you was very much in the air at the last L.A. conference and will be still more talked about at the next, is one problem needing a united front in the near future. There is a definite feeling among municipal librarians that our hands are being slowly forced on this question of government control, and, whether they are right or wrong, they have certainly much evidence to support them. The recent publication under the imprint of the Library Association of a *County Libraries Manual* containing paragraphs in favour of government control drew forth emphatic protests from a number of eminent librarians, and the feeling stirred up was not entirely stilled by the Association's graceful disclaimer of responsibility.

I was very interested to see last month a letter on film censorship in the *Wilson Bulletin*, with particular reference to the English film "Nell Gwyn." When I had got over the shock of seeing praise of British films and British film censorship, I could not help feeling that, however patriotic I am, I did not agree with the writer. I saw the film in its English version, and was not particularly interested in it, nor could I agree that its historical fidelity was exceptional. In any case, the life of a Restoration prostitute is of no great historical importance, and a slight tampering with circumstances of her end could hardly offend the Clio.



GOLDERS GREEN  
Library

Nor are the facts of the British censorship quite so simple and logical as the writer gives them. The A and U certificates are certainly given, but not universally enforced; I have seen in many cinemas unaccompanied children watching A films, and in one revolting instance remember seeing two children, one about 14 (technically perhaps an adult in the eyes of a cinema manager), and the other about 8, watching a gangster film. The younger child was obviously repelled, and showed it, but the older child would not leave the theatre. Also, the final word whether a film shall or shall not be shown lies with the local licensing body—the town council. Thus the onus of licensing can be thrown upon the shoulders of a quite inexperienced body of people who have no claim to moral or other guidance.

Finally, the British system is not very flexible. The inflexible rule against showing the figure of Christ in a film has prevented many films being shown. The inflexible rule against the portrayal of prostitution (kings' mistresses are apparently not prostitutes) prevented the showing of "Joyless Street," one of the finest of silent films. Rules against political films prevented the showing of several important Russian films, except where courageous local councils ignored the decision of the censorship board. The writer in the *Wilson Bulletin* is of course right in saying that the division into A and U is the best method of approach to film censorship, but to make it as intelligent as possible in England the censors must eventually widen the scope of the A film, and safeguard children by making sure that the divisions are enforced. In the case of certain films, not necessarily those over which the censor now hesitates, children should not be admitted in any circumstances.

I have recently had several more instances of the influence of the film on reading. The recent showing of "David Copperfield" in my library district brought shoals of enquiries, mainly from children, while the production of "Les Misérables" brought enquiries from people whom I am sure had not heard of Victor Hugo before. And I have just been looking at the issue figures of a display arranged by one of my staff of books from which films have been made. The popularity of the display has been about twice as great as any in a series of over thirty. It is not very complimentary to our success as cultural educationalists when we have to depend on a film to popularise a classic, though I suppose a plea of topicality would excuse us to some extent. But every book chosen by a reader must be chosen for some reason, however obscure or difficult to get at the reason is, and if the fact of having

(Continued on last page)



# The Roving Eye



## A Librarian Looks at Russia

NEARLY all the correspondence that reaches me is of some interest, but best of all I like to hear from roving, inquiring, contemplative, or angry people, even when (or should I say "especially when") their observations do not coincide with mine. Since I do not recall having read anywhere an American librarian's report on Russia, I am pleased this month to print an exceedingly interesting communication from Margaret P. Coleman of the Omaha Public Library, who has done much roving and inquiring. Miss Coleman's letter supplements, to some extent, her article in this issue on "America, Russia, and Adult Education." She writes:

"Since I came back from the U.S.S.R., as the young communists insist on calling it, many Russo-philes have asked me 'if the Russian people are still Russian,' thinking, of course, in terms of national culture. Because such a question naturally includes literature I thought my answer might be of interest to librarians.

"My first generalization is that I was amazed to find how little the revolution had revolutionized. Now of course I never saw Russia before 1934. I only know it thru its novels, history and music. And of course the communists would indignantly point to their new tractor factories and parks of culture and rest and say 'This is what the revolution has done.' But these changes, drastic as many of them are, have not changed the people themselves—the Russian temperament. I read with deep scepticism the glowing accounts of certain writers and visitors to Russia who declare that the Soviet government is 'changing human nature.' I wonder. To me the people I saw, the peasants, workers, government officials, the young and enthusiastic Intourist guides who lived and traveled with us for a month, exemplified the same traits of character that I had found in Rudin, in Oblomov, in the Karamozovs.

"'Chas, chas,' which can mean tomorrow or never, sums up for the Russian character what 'mañana' does for the Mexican—a whole way of looking at life so alien to the westerners' bustling practicality. The people of today, like the characters in the novels, are forever talking and talking and accomplishing nothing. Yet here was the paradox. They have already accomplished so much. It was

a constant marvel to me that a five-year plan had ever been possible in such a country; it is still a marvel.

"There is an interesting parallel between Peter's craze for westernization when he first built his capital on the marshes and ordered the muzhiks to shave off their beards and learn French, and the present almost blind worship of the Russians for western machines and industrialization. But I feel that Russia's greatest contribution to world culture is not in aping the countries of the west but in being more deeply and vitally herself—and that means an acknowledgment of her past.

"I didn't realize how Asiatic Russia is in her viewpoint until I got back into Central Europe, where, whether you are in France, Switzerland, Germany, or Austria, you feel a similarity of 'culture pattern' that makes them European; a culture pattern so different from that in Russia, yet one too intangible to define.

"A great deal of Russia's present mania for machines is, I suspect, forced on them from above, and may not last after the novelty has worn off 'and the revolution won.' The Russians will discover, if and when they have given every family a bath-tub, every man a razor, and woman a pair of silk stockings, that these things in themselves don't make the possessor happy. And being by nature a philosophic rather than a materialistic people, they will discover it sooner than some other nations did. I am foolish enough to hope that the artistic consciousness of a people that is second to none in the world will eventually break thru the present often absurd restrictions upon it. You have only to hear the Young Pioneers singing lustily in words set to an old folk tune, to see the ballet at Moscow, or the photography of a film taken in the Georgian mountains to realize that innately the Russians are as artistic as they ever were.

We had an interview with Professor Mirsky of the University of Moscow, the authority on the history of Russian literature. He has apparently gone over heart and soul to the communist interpretation. Our discussion with him over censorship was one of the most provocative we had in a summer full of lively discussions. He said, as we all know, that a writer who disagrees with the communist ideology has no chance of getting published in Russia. But he would not admit

that this need be a handicap to the genuine artist, giving Gorki as an example. He said, (which seems to have been confirmed by later reports of conferences of Soviet writers) that a more liberal viewpoint is creeping into literature on this matter of propaganda. The leaders are beginning to feel that propaganda alone is not enough—even that active propaganda is antagonistic to art.

"Certainly anyone who has followed the literary output of Russia thru the first Piatiletka and into the second—even if he must follow it in translation—has noticed, I think, the striking of a new note—or is it a very old one? *Squaring the Circle* was one of the first examples of the Russians laughing at themselves. An example from the publishers' lists of this fall is Zostchenko's book of short stories, *Russia Laughs*. You don't know quite whether to compare him to Gogol or to Chekhov, but you feel that some comparison is in order. And Sholokov in his recent novel *Seeds of Tomorrow* sees the communist world of collective farming as an artist and not as a propagandist.

"But these books have come to my attention since I heard Mirsky. To return to Moscow in July 1934—we asked him about the status of the old Russian masters, Tolstoy for instance, and about foreign authors in translation. He answered rather unsatisfactorily, unwilling to acknowledge that Tolstoy was now less known and appreciated in Russia than abroad. 'We still read Tolstoy, but we have reevaluated him.' As to foreign authors: 'We do not prohibit translations of anything which is not definitely anti-Marxian.' (They show a partiality, among Americans, for Dreiser, Lewis, Jack London.)

"But how many ways that 'anti-Marxian' can be interpreted! . . . Perhaps it is a symptom of their youth, this Soviet intolerance for anything which is faintly bourgeois. As they grow more secure internally, less suspicious of the outside world, they may take a more mature attitude toward things, come to appreciate their own past, not only as a 'horrible example,' as they preserve it with such care at Tsarskoye Selo or the Hermitage, but as a living past which has something to offer to their own present. There's a conflict evident already. For much of what is seen in the theater is art in its highest manifestation, while further down the line we met with amusing if not tragic opposition to 'art for art's sake.' Tanya, a little Intourist guide on the Volga, refused to sing 'Ochi Chornya' (Black Eyes) because it glorified the bourgeois sentiment of love. Again, on the Soviet steamer on the Black Sea, one of our party sat down at the piano and wandered thru a number of German lieder and a few melodies of Tschaiakowsky. 'Please,

Mr. Schultz,' said Tanya, 'You mustn't play those. They're reactionary.' . . .

"It is only one of the ironic contradictions of the Soviet system that 'they' have killed off or banished their leaders and yet are trying desperately to train a new generation of such leaders. Must these again, if they become individualistic and independent as leaders are apt to do, be liquidated in their turn? What irony it is, after all, that some of the most ardent instigators of revolution, such as Catherine Breshkovsky and countless other intelligentsia, should be the first to suffer when the revolution came!

"Which brings me back to the place I started from—that the revolution was not a revolution as we think of the term—in the triumph of freedom and liberalism.

"The communists are always talking about the 'long view of history.' It is when I do that that I feel confident of the future of Russia's great heritage. Like Eugene Lyons, I feel that much of what is found in Moscow today 'is older than Karl Marx and is likely to survive the Communist Party.'"

MARGARET P. COLEMAN

### Member No. 3!

Dear Sir:

I respectfully request permission to present my application for membership in your rapidly growing "Liberal League for Librarians," with the positive understanding, of course, that it is in no way affiliated with the American Liberty League.

I submit as qualifications the following:

1. A whole-hearted endorsement of your organization's aims.
2. A complete agreement with the aims and ideals expressed in the editorials of S.J.K., late alias "Dilly Tante."
3. A thoro admiration for the courage of the *Wilson Bulletin* in opposing the *status quo*, and its hatred of restraint on academic freedom and freedom of the press.
4. A desire to associate myself with the "Old stormy petrel" from Cleveland, and perhaps qualify as the young stormy petrel from Oxford.
5. A wish to help put Ohio in control of the organization and thus make it memorable as something besides the native state of Warren G. Harding, and the Ohio Gang.
6. Finally the most important qualification of all: Unlike S.J.K., I am a librarian, and unlike the "Old Stormy Petrel" I am practicing the profession at the present time. I have *never* attended a library school!

Hoping for a favorable action from your board of directors, and assuring you of a willingness to submit any further gilt-edged credentials that might be desired, I am

J. H. SHERA, *Bibliographer*  
*Scripps Foundation*  
*Miami University*  
*Oxford, Ohio*

[Dear Young Petrel, welcome to our fold! The password, countersign, handshake, and secret instructions will be sent to you promptly in a plain-wrapped package.—S.J.K.]

### Who Can Explain?

Publishing hath its mysteries no less than crime—as any publisher will tell you.

Two specific puzzles have recently engrossed the business office of The Wilson Company. The first was a flood of orders for sweepstakes tickets. The solution to this was comparatively simple. It was traced to an advertisement of the Reference Shelf volume on "Lotteries."

The second is still a mystery. For some months the company has been receiving letters—mainly from the South and Southwest—requesting "your book on Buried Treasure." (On one of these curious missives I have reported before.) The letters are similar in that they are generally written in pencil, on cheap paper, poorly inscribed and spelled. Some are drab, some funny in their confidences, others verge on the pathetic. There was the man, for instance, who wrote at length about the "sperits" which were keeping him from discovering certain hidden wealth of which he knew. With the help of "your book," he wrote, he was positive that he could "excorsise" these troublesome demons, and he would be willing to share the rewards.

Now, The Wilson Company has never, to the knowledge of the oldest inhabitant, published any book dealing with buried treasure. Nor is there among its list of titles any allegorical one which might lead to this mistake. Who can explain to us, then, the origin of these letters?

### Librarians as Treasurers

The following amusing incident was found by Joseph Nathan Kane, author of *Famous First Facts* and *More First Facts* in Leigh Hunt's *London Journal* of Wednesday, November 26, 1834.

Bautru being sent to Spain on political business and, attending the Court of the Escorial, took the opportunity to visit the

library, promising himself great satisfaction in an acquaintance with the librarian; but a little discourse let him see that the man scarce knew what books were under his care, much less the contents and best editions, or the character of their authors.

Discoursing afterwards with the King about the decorations of that magnificent palace, his Majesty happened to say, "Foreigners of learning have expressed great approbation of my library here."

"Nor can it be too much admired," answered Bautru, "but your Majesty's librarian is quite misplaced there; he'd make an excellent Lord Treasurer."

"A Lord Treasurer," replied the King. "How so?"

"Why, he never fingers what is committed to his care."

### The Influence of Public Libraries

Dear Sir:

In regard to the plea of Miss Haines, quoted by Miss Quigley and by you in the October "Roving Eye," for citations from biographies showing the influence of the public library, probably others have already told you of the master's thesis written in 1929 by Miss Dorothy M. Black at the University of Illinois Library School, on "The influence of public libraries as revealed by biography and autobiography." I know that Miss Black read and made citations from a great many biographies, and produced a very interesting study which might well be published.

RUTH N. LATSHAW, *Classifier*  
*Princeton University Library*

### JANUARY BOOK CLUB CHOICES

#### *Book of the Month Club*

Dual selection:

If I Have Four Apples, by Josephine Lawrence, Stokes  
 The Next Hundred Years, by C. C. Furnas, Reynal & Hitchcock

#### *Literary Guild*

The Sound Wagon, by T. S. Stribling.  
 Doubleday, Doran

#### *Junior Literary Guild*

Older boys—The Lobster War, by Thames Williamson, Lothrop

Older girls—Uncharted Ways, by Caroline Dale Snedeker, Doubleday, Doran

Intermediate group—The book of Pre-historic Animals, by Raymond Ditmars and Helene Carter, Lippincott

Primary group—The Blue Mittens, by Mary Katherine Reely, Hale

#### *Catholic Book Club*

December choice: White Hawthorne, by Lucille Borden, Macmillan

January choice: The Ark and the Dove, by C. J. Ives, Longmans

# The Foreign Scene

By Arthur Berthold

NOTWITHSTANDING an increased concern for the present and the future, there are still certain classes of individuals, notably among the professions, to whom the past ever remains a source of wonderment and an object of veneration. Librarians and especially bibliographers often show a predilection for antiquarian subjects and investigations and it is to a large extent due to them that the reading public is never quite oblivious of the past.

The year 1939 will be a significant one for all lovers of literature and antiquity. It will mark the passing of four centuries of printing in Mexico, and three centuries in the United States. The Mexicans are busy with plans for the celebration, and a first contribution to the event has already appeared. It is Dr. Emilio Valtón's *Impresos Mexicanos del Siglo XVI* published recently by the Imprenta Universitaria of Mexico. Enthusiastic reviewers in *La Bibliografía* (for June and July) declare this work to be a worthy successor to the bibliographies of Icazbalceta, Medina, and León. It is furthermore remarkable for introducing a novel approach to bibliography. While the chronological arrangement has been retained, this applies not exclusively to the imprints alone but also to the printers: meaning that not the imprint but the printer is taken as the point of departure.

The January issue of *Bibliogramas* (Argentine) contains an illuminating discussion of the technique of the book by José M. López Soto, a member of the leading publishing house of Buenos Aires. Mr. López Soto's theme is the relationship of the size of the book to its subject matter, its intended use, and the amount of material which is to be compassed within single covers. Without going into details, it ought to be recorded that the writer appears to favor somewhat smaller sizes for books of popular reading than are usual in this country, the 16mo and the 18mo being preferred to the 12mo and 8vo favored by our publishers. The magazine *Bibliogramas* itself must be commended for the numerous reproductions of contemporary Argentinian book covers, which, to say the least, appear to be extremely well designed.

An article entitled "Humoristische Werken" (Works of Humor) in the September *Bibliotheekleven* is a suggestive attempt to analyse the various factors and points of view which contribute to make a book humorous. This rather extensive study, based on international

examples, is by A. J. Scholte who concludes that much that passes for humor proceeds from a method of placing a person in an atmosphere with which he is temperamentally in disagreement, by a cumulation of anecdotes around a given person, by making him a wanderer meeting with strange adventures (Pickwick, etc.), by presenting him as obsessed with a ruling idea or passion (Don Quixote), etc.

I have been somewhat neglectful in calling your attention to a most delightful booklet by Irene Graebisch which appeared as Beiheft No. 3 of *Die Bücherei*. It is entitled *Wir lesen* (We are reading) and was published several months ago. It is a bibliography or rather an informal guide to about 400 children's books, and what appears to be especially worthy of commendation, it is written for the children themselves. The whole is divided into ten groups which have to do with travel and the world in general, sagas and tales of heroic doings, historical sagas of the German nation, the German youth movement in theory and practice, country and rural life, animals, how to make things, automobiles, ships and airplanes, fairy-tales, and a selection of picture books. The usual designation as to the age of reader is omitted, but the informal annotations usually bring out this item to enable the child to make intelligent choice. Whenever possible, illustrations are supplied from the books themselves; and at the end there is an author and title index for library use. It is a most entertaining volume and, because of its international scope in subject matter, will be found valuable in every children's department.

## Literary News from Abroad

Pearl Buck's *A House Divided* has been the leading best-seller in Denmark. . . Stefan Lorant, author of *I Was Hitler's Prisoner*, and Tatiana Tchernavin, author of *Escape from the Soviets*, will come to America to lecture early in 1936. . . Naomi Jacob, English novelist, has received the Eichelberger International Humane Award for her book, *Honour Come Back*. . . Gordon Craig is in Genoa at work on a book describing a new type of theatre which he wishes to see created in England. . . Noel Coward has been touring the provinces in three new playlets written by himself.

# A. L. A. NOTES

*By Esther W. Warren*

## Midwinter Meetings

THE Midwinter Conference of the American Library Association will be held in Chicago, December 29, 1935, thru January 1, 1936. Headquarters will be at the Drake Hotel.

## Federal Aid Endorsed

States such as Arkansas and Mississippi, with less than \$200 per capita income, are distinctly at a loss when it comes to offering library service equal to that procurable in California or New York with their more than \$500 per capita income. To ameliorate this inequality in library opportunity several state library associations have recently endorsed the principle of federal aid. The Pacific Northwest Library Association—representing Montana, Oregon, Utah, Washington, Wyoming, and British Columbia—passed the following resolution at its early autumn meeting in Portland, Oregon:

"Whereas, the present system of library support is utterly inadequate in giving service to even a fraction of the population,

"Whereas, the impoverishment of wide areas of our country will preclude local support in those areas and thereby penalize the satisfaction of educational and cultural needs of large numbers of our population,

"Whereas, the entire nation gains or suffers by the presence or absence of adequate educational and cultural facilities in all the localities,

"Whereas, federal support of other cultural work is now becoming widespread, and the present opportunity for federal support of libraries might not again present itself, Therefore

"Be it Resolved: That the officers of the American Library Association be charged with the responsibility of making an effective demand for adequate federal support for a nation-wide library program."

Wisconsin, Iowa, and South Carolina passed similar resolutions at their fall meetings.

## Library Development in the South

Education for librarianship in the south—with special reference to the training of school librarians—was discussed in Atlanta during the early part of the week, November

11 to 16. The Library Committee on Cooperation with the Southern Association of Colleges and Secondary Schools, of the Southeastern and Southwestern library associations, invited representatives of institutions offering library courses, state supervisors of school libraries, state library extension workers, and representatives of the A. L. A. to meet with them for this discussion.

A five-year report on library developments in the south, which is being prepared by Tommie Dora Barker, A. L. A. regional field agent, was considered at the meeting of the Library Extension Board with the Policy Committees of the Southeastern and Southwestern library associations during the latter half of that week.

Carl H. Milam, Julia Wright Merrill, Anita M. Hostetter, and Jessie Gay Van Cleve, of the headquarters staff, and Dr. Louis R. Wilson, president of the A. L. A., attended the meetings.

## Junior Members Plan Midwinter Meeting

To record all that exists in print or manuscript on the way in which the library has been affected in these lean years, as it looks to the administrator, the staff, and the public, is the object of the survey undertaken this year by junior members of the A. L. A. Several state groups are cooperating, and findings will be discussed at a meeting of junior members during the midwinter conference.

Whatever has been said of new types of readers who have made their way to the library, of changing reading habits and interests, or of new vocational guidance services will be set down by this group, under the chairmanship of Paul Howard, of the School of Mines and Metallurgy Library at Rolla, Missouri. The damper which the depression laid on library budgets, book purchases, and salaries; the replacement of trained with untrained workers; the influence of government aid—these indicate the scope and purpose of this survey which should be a valuable source history of the library during this critical period.

Popular readable pamphlets to help the adult patron use the library is a second project on the junior members' docket at mid-

winter. Each pamphlet would deal with just one subject, and in six or eight pages, with pictures or sketches, introduce the reader to an unfamiliar service or tool. Winifred A. Sutherland, of the Albany Public Library, is chairman of the round table's Editorial Committee which has been looking into the feasibility of such a series.

### Scrapbook Tells the Story

Librarians had cause for jubilee when the Illinois state legislature, at its last session, passed a bill providing \$600,000 for the purchase of books and periodicals in about 270 public libraries. This demonstration of a main plank in the A.L.A. platform for nationwide library service—state aid for public libraries—is serving both as encouragement and guide to other state planning committees.

A scrapbook has been compiled which shows the three-fold approach made in Illinois: publicity used with librarians, so they would know about bills to be introduced and have ammunition on their behalf; that directed at state leaders (approximately 500,000 citizens were represented by the organizations supporting the library measure); and that placed on the desks of members of the legislature.

This scrapbook of legislative procedure may be borrowed from the Publicity Department at A.L.A. Headquarters, 520 North Michigan Ave. Chicago, for the cost of transportation. Requests will be filled in the order of their receipt.

### Fellowships for Research

Twelve months' freedom for advanced study is again thrown open to a limited number of librarians in the United States and Canada thru the generosity of the Carnegie Corporation of New York. The distribution of the awards which this grant makes possible has been placed in the hands of the A.L.A. Committee on Fellowships and Scholarships, and applications for scholarships for 1936-37 must be sent to its chairman, Harrison W. Craver, Engineering Societies Library, 29 West 39th St. New York City, before February 1, 1936.

Investigation relating to the library's educational and social functions, and studies along administrative and technical lines, are what the Carnegie Corporation and the American Library Association wish to encourage. Candidates must be graduates of approved colleges or universities, with a year's study in a library school and satisfactory experience in library work. Each individual is entirely free to select his own project, and it is expected that his report will be a definite contribution to library science.

The stipend for a fellowship will be \$1,500 or more, while scholarships of \$750 to \$1,000 may be awarded to persons with more limited training and experience. Applicants should send a typewritten letter (accompanied by a recent photograph) to Mr. Craver, giving him information on the following points:

- a. Age;
- b. Record of college work, including name of college, dates, degrees, major subjects of study, relative standing in class, transcript of course records, etc.;
- c. Reading and speaking knowledge of foreign languages;
- d. Training and experience in library work; other occupational experience;
- e. Plan of proposed study in detail;
- f. Educational auspices under which applicant desires to study;
- g. Names and addresses of three persons who can speak, on the basis of their own professional competence and from personal knowledge of the candidate, as to the candidate's capacity (1) for library work, and (2) for specific work outlined under (e) above.

Candidates should be prepared to submit health certificates. They should not request persons named in section (g) to write directly to the Committee.

### Literary Prize Contests

For the best manuscript, fiction or non-fiction, relating to the Civilian Conservation Corps: \$500 in cash against royalties from serial publication in "Happy Days," the official weekly of the CCC, and publication in book form by the Bobbs-Merrill Company. Open to anyone, whether or not a member of the CCC. Send manuscripts to "Happy Days," Washington News Building, Washington, D.C. Contest closes April 1, 1936.

For the best novel of Jewish interest: \$2,500 Edwin Wolf Award. Open to anyone. Judges: Dorothy Canfield Fisher, Fannie Hurst, and Edwin Wolf II. Send manuscripts to the Jewish Publication Society of America, Philadelphia. Contest closes April 15, 1936.

For the best work of fiction and for the best work of non-fiction by a Canadian author: each \$1,000 as an advance on account of royalties. Open only to legal residents of the Dominion of Canada. Send manuscripts to the Dodge Publishing Company of New York or to George J. McLeod, Ltd., of Toronto. Contest closes June 1, 1936.



# The Mail Bag

[EDITOR'S NOTE: The correspondence columns of the *Wilson Bulletin* are open to all our readers for debate and comment. The Editor is not responsible for opinions expressed in these columns.]

## Seattle Discussion Group

### To the Editor:

Librarians are supposed to be scholars, and scholars are popularly supposed to be the very embodiment of a "scientific" detachment that never permits its good name to be sullied by the entertainment of so crass a thing as an opinion. But after a lengthy period of being bruited about by the stone-cold facts of life, librarians are becoming acutely aware of the fact that they must seriously engage in publicity or public relations work as effectively as business men do if they expect to "sell" their services to an eager public and keep them sold.

The Library Discussion Group of Seattle, referred to recently in these pages, is a democratic organization of all ranks and types of librarians which is accomplishing worthwhile things. It seeks to do more than merely elaborate upon the obvious and the insignificant. In its short history of some six months it has: held monthly meetings featuring speakers and round-table discussions on such themes as tenure, library finance, and staff associations; served as a stimulus for organizing staff associations in the University and Public Libraries; and tackled the problem of public relations work.

One of its most recent achievements was its launching into the field of publicity, or public relations, work. Considerable discussion had created the felt need for organized effort from the ranks of library workers to carry out a systematic campaign schedule for adequate financial support, much of this being of such a nature that library administrators and their boards might not feel in a position to undertake.

During September the budget of the Public Library was under consideration by the city council, so the Library Discussion Group decided to take its maiden plunge in the direction of forestalling a budget cut. A public relations committee was appointed, of which the writer was chairman. Financial and service statistics of Seattle and comparable cities (covering the libraries and other city departments) were speedily collected; maps and charts showing decline in the area served were collected; and charts and statistical tables were prepared.

With the assembled data at its finger tips, the committee went into action. The aid of friends was enlisted whenever possible. Professional, service, commercial, and community clubs were contacted, presented with the facts, and prevailed upon to record themselves as in favor of the city council making no cut in the library budget. Organizations of federated clubs in the city did likewise; and this was most effective in drawing newspaper publicity, for Seattle has as highly organized a system of clubs as any large city in the country. Key organizations such as the Engineers Club and the Advertising Club were contacted and furnished with a luncheon speaker to outline briefly their special and vital interest in adequate library service for their professional work. This was very effective. After one such talk—out of a clear sky—one of the club's prominent members, who heads the public relations department of a local broadcasting concern, offered the services of his station for the broadcasting of brief, periodic human interest material that would simultaneously keep the public aware of the status of the library and its value to them.

In brief, the result of these few short weeks of effort by a group of enthusiastic novitiates was that the budget of the public library was not cut (at least the Group was a considerable factor in preventing a cut); and the danger had been great. Another result of these efforts was that the value of organized outside work on the part of professional workers had been proved empirically. And a third result was that more and more librarians were shown to be aware of the fact that large libraries are in need of full time public relations officials.

The work of this group has only begun. We feel that such work will continue to increase in scope and effectiveness.

WILLIAM P. TUCKER  
*Corps Area Librarian,  
9th Corps Area, C.C.C.  
Formerly Asst. to the Librarian,  
Seattle Public Library*

## Junior Members' Department

### To the Editor:

A Junior Members' department in the *Bulletin* would reach the largest and most interested number of readers. Could not the various Junior Members' groups already formed in several states each contribute for a month? Why not ask them?

Pennsylvania is forming a Junior Members' group now. Thirteen met for breakfast at the P. L. A. at Wernersville in October and this was the first thing proposed—to ask you to organize the department so that we may find out what other groups are doing, and to submit our activities as a possible first contribution.

The Pennsylvania Junior group plans to circulate a news-letter during the winter as a means of getting acquainted. That is our first need, to know each other. The enjoyment which the older members find in renewing their friendships with other librarians at the state meetings has been obvious. We who go to fewer meetings welcome an opportunity to build up a similar acquaintanceship with other younger librarians and with those who stay at home as well. At this P. L. A. meeting many of us for the first time met other younger librarians whom we had seen before at other meetings but never had an opportunity to know. We shall try to extend this process with the news-letter.

Our other plan is to make up a list of Junior Members in the state since we can not hope to do much until we know who compose our group. We ask that any younger librarians who are interested send in to the secretary their names and addresses and positions to be added to this list and to receive the news-letter.

An informal organization of the following people for an organization committee for next year was set up:

Mary Klove, Osterhout Free Library,  
Wilkes-Barre—Chairman  
Betty Blakeslee, DuBois Public Library—  
Secretary  
Dorothy Hopkins, Carnegie Library of  
Pittsburgh  
Helen French, Erie Public Library

Our purpose is to get acquainted.

MARY KLOVE  
Osterhout Free Library,  
Wilkes-Barre, Pa.

[Our heartiest congratulations go out to the Pennsylvania Junior Group. May it have a long and valuable life. We like the suggestion of a Junior Members' department in the *Wilson Bulletin* and should be interested in giving space to it if we can be assured of the active cooperation of the various Junior and discussion groups now in existence. We should much appreciate hearing from the chairmen or secretaries of these groups, as well as from members and junior librarians in general, on the proposal of having a Junior Members' department in our pages.—THE EDITOR.]

## Intellectual Freedom

To the Editor:

May I have a bit of space in your *Bulletin* to reply to the remarks of Professor Laski in the leading article of the November issue? Professor Laski pleaded in the closing paragraphs that librarians fight for the ideal of intellectual freedom. To obtain this freedom he would have us fight that "evil spirit" that would set up "petty standards (as) the measure of our freedom." The professor asks us to examine "our basic principles and think out afresh their implications." "Our essential task is the guardianship of culture." The "life-blood (of culture) is security" and yet the professor asks us to cut all restraining lines and abet the revision of "values" that is so notable in the age in which we live.

Professor Laski would not bar "gates which lead to roads we may not happen to approve" and still we have traffic and health officers and quarantine laws. Must we also say goodbye to these? Professor Laski pleads that there should be no restraint on the circulation of any "significant" book and yet he might sue for libel the author of a book that slandered him and ask that it be not republished. He would put it on his own Index Librorum Prohibitorum.

Surely there is an over-emphasis of the smallness of the number of civilized men who still defend the Index. One would not say that three hundred million are a "few." Galileo is again dragged out of the closet but that is harmless to the librarian of a library of more than one book.

NEAL R. MAHAFFEY, *Librarian*  
Capuchin College  
Washington, D.C.

## Happy Moving Day

To the Editor:

I enjoy the *Bulletin* so much that I wish to pass on an idea. We moved recently into a beautiful new building. And we moved in the easiest, happiest sort of way!

Our grade children, numbering 100, marshaled by their teachers, marched down from the school at 11:30 one forenoon, entered the old library building single-file from the rear, received an arm-load of books, then keeping their relative positions passed out thru the front and on to the new building where they deposited the books in their proper positions on the shelves. The line continued back to the old building, making three trips in all, and moving approximately one-half of the 3,750 books in just 35 minutes.

(Continued on page 277)



# The Month at Random



Volume 10

Number 4

## WILSON BULLETIN FOR LIBRARIANS

December 1935

fine way in which the public library can serve, as well as demonstrate its value to, the community is by supplying the available information that will educate people to be intelligent consumers. The Newark Library's exhibit for consumers, described in the *Wilson Bulletin* last month, should set a precedent for a long series of similar displays in libraries throuthout the country. Let the librarian be unafraid of naming names. He owes no allegiance to the makers of shoddy and harmful merchandise, no matter how many millions they may spend for advertising. A collection of the material listed by Reign S. Hadsell in his bibliography in this issue can be the foundation of a splendid permanent display and an important contribution to the community welfare. To all librarians, and particularly to school librarians, we recommend Mr. Hadsell's pamphlet of projects in consumer education, *Developing Intelligent Consumers*.

In the first issue of the new series of the *Library Lions*, news letter of the New York Public Library Staff Association, Dr. Lyman Bryson of Teachers College, Columbia University, offers some suggestions and opinions on staff organization. His fundamental convictions are (1) that "libraries and employees of libraries are generally badly underpaid and overworked" and (2) that higher salaries and better working conditions will not be gained "by conflict between the personnel and the administration of the library."

He is doubtful that "the specially trained professional groups will ever work very well in a general body with the clerical and manual employees," since he believes that their interests and ambitions conflict.

"It has also been brought out very clearly," continues Dr. Bryson, "that group action on behalf of the whole body of employees, if it involves getting into politics, may threaten the welfare of the professional group. It would be virtually impossible to maintain professional standards if librarians should become active in politics and positions in the library become political prizes. . . . Group action without getting the library into politics depends for its effectiveness chiefly upon four modes of action. These are: first, the best possible service to the public; second, an activity program which deserves publicity; third, a publicity campaign that will get attention for the things that are being done; fourth, pressure for higher pay at a time when it will do some good."

Dr. Bryson deplors the "lack of sportsmanship" in business men, whose custom it is in



"NOW DASHER! NOW DANCER! NOW PRANCER AND VIXEN!"  
An effective Christmas decoration, designed and constructed by Miss Virginia Holland, of the Boys' and Girls' Department of the Vancouver Public Library, Vancouver, British Columbia.



#### CHRISTMAS BOOK EXHIBITS

- 1.—Bulletin board display, with miniature replicas of book covers tacked to a crepe paper tree, at Newport (Ky.) High School Library
- 2.—Real books on a real tree, arranged by pupils of St. Joseph's Academy, St. Paul, Minn.

times of prosperity "to justify low salaries to teachers and librarians on the grounds that they have 'security,'" while in times of economic difficulty "they usually turn and attack the 'security' of public servants as if nothing were given for the wages received."

In the past four years the New York Public Library has suffered a cut of 77 per cent in appropriations for book purchases. A publicity campaign had been planned for the fall, but in view of a provisional increase of \$20,000 in the book budget for 1936, the campaign was abandoned.

A Christmas display economical of time and space was used last year at the high school library in Newport, Kentucky. "A large crepe paper Christmas tree in a bright red pot," writes the librarian, Mary Elizabeth Morris, was fastened to the bulletin board with colored thumb tacks, which also helped to decorate the tree. Then miniature replicas of actual book covers were made, and we loaded the branches of our library Christmas tree with them. We chose for this purpose the newest books which had been added to our collection, and were just then ready for circulation—the library's Christmas gift to the students.

"The response was all that could be desired. More than the usual amount of interest was aroused in the new books, and reading was stimulated at a most convenient time, with Christmas vacation just ahead."

Lighted candles, a symbolic tree, and a manger scene were used last year by the public library at Sarasota, Florida, to stimulate the Christmas spirit. The decorations were described in the local paper as follows:

"'Merry Christmas,' cheery red letters on a white ground, greet one upon entering the library, and directly below the poster, on a white draped table, is a 12-inch tree. Usually we trim our trees merely to make them appear beautiful without thought of their symbolism, but this tree is truly symbolic of the library and its service to the community, for, suspended from each branch with silver cord are tiny replicas of books to be found on the library shelves.

"The lovely custom of lighting candles on Christmas eve will be observed for the first time this year at the library. Tall red candles wreathed with fragrant cedar have been placed in each window and will be lighted each evening of Christmas week. Children who are in the library at the time, if there are any who can spare a moment from their toys, will perform the simple ceremony.

# Thomas Carlyle at Home

*A page of pictures honoring the philosopher's 140th birthday*



CARLYLE AT 76

Photographed with Ralph Waldo Emerson's grandson and namesake in 1872



BIRTHPLACE (Right)

Identified by Carlyle himself—the house in Ecclefechan, Scotland, where he was born Dec. 4, 1795



(Below) LONDON HOUSE

24 Cheyne Row, Chelsea, where Carlyle spent the last 47 years of his life and died Feb. 4, 1881



INTERIORS AT 24 CHEYNE ROW

The "sound-proof" garret retreat, lighted only from above, in which Carlyle did his writing (top), and the kitchen, where Carlyle and Tennyson once sat together for a whole evening, neither saying a word



"So often when the Santa Claus myth is outgrown there is nothing to take its place and the library hopes to build up a Christmas tradition with its crèche that will live for years to come. At the entrance to the children's room the simple figures have been placed on a low table, so that even the littlest reader can see the Christ Child in his manger. There is the young Madonna kneeling adoringly over her baby, stalwart Joseph watching them protectingly, the humble shepherd with his lambs, and the three wise men bearing gifts. Year after year the same little group of figures is to be set up and added to, until it is the focal point of the Christmas festival at the library."

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From F. L. D. Goodrich, librarian of the College of the City of New York and chairman of the Board of Scholarships and Awards of the New York Library Club, comes the announcement of the establishment, beginning in 1936, of New York Library Club scholarships which will pay to an accredited library school for one or two students the necessary tuition fees for the completion of the first year of professional training. Applicants must be members of the New York Library Club at the time the application is made. For details write to Mr. Goodrich.

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A winter sports map and a set of four winter sports posters are being issued by the New Hampshire State Planning and Development Commission, of Concord, N.H. Librarians may obtain this material by writing to the above.

Librarians will welcome the fourth revised edition of Bessie Graham's invaluable work, *The Bookman's Manual*. "This edition has been entirely revised and reset, and it is the largest, so far, as it not only includes new names and titles but includes source bibliographies." Published by Bowker at \$5.

The English librarian-poet Stanley Snaith, about whom an article appeared in the *Wilson Bulletin* last December, has published a new collection of poems entitled *Fieldfaring* (Nelson, 2s.6d.).

A total of 42,818 readers, the largest number in the history of the library, visited the periodical reading and reference room of the Pratt Institute Free Library, Brooklyn, last year, according to the annual report of Edward F. Stevens, librarian.

## The Mail Bag

(Continued from page 273)

At 3:30 that same afternoon the 100 high school pupils did the same, also making three trips and moving not only the rest of the books but magazines, card catalog and base, vertical file, desks, tables, and chairs. And all in the space of 40 minutes! So our entire move was accomplished in 75 minutes, everything was in order in the new building, and we continued business without interruption.

Moving-day has only pleasant memories for us.

ROSE BANKS, Librarian  
Lincoln Township Library,  
Wausa, Nebraska

## Teaching Mothers

To the Editor:

Thru its Adult Department, the Youngstown Public Library is inaugurating a new phase of Adult Education on December 1, 1935, with a single and definite purpose—to teach the mother how to instill the love of books and reading in her child *from babyhood*. We wish to emphasize the words "from babyhood."

The program is being mapped out along the lines of most modern educational methods. Institutes will be held from time to time with formal lectures and demonstration periods, and mothers will be enrolled for a definite course of study. The large lecture room at the Main Library has been remodelled and equipped informally with a home-like atmosphere for this purpose. This room will be open at regular hours every day with a professional staff qualified to do this work. An extensive collection of books and necessary materials will be available for use both in the room and for home circulation.

The Library is receiving most enthusiastic cooperation on the part of the local Parent and Teacher Council, Mothers' Groups, Child Study Groups, and other organizations working in the pre-school field.

Many months of planning and working out a definite technique and method of instruction is behind the Youngstown project. Special effort will be made to enroll mothers with children under one year of age for the formal instruction.

The supervision and direction of the work will be under Miss Athens Reese, Head of the Adult Department, who has had seventeen years of primary teaching experience, and twenty years of library service, and has worked with many mothers along this line.

C. W. SUMNER, Librarian  
Youngstown (Ohio) Public Library



# THE LIGHTHOUSE



## New Wilson Books

**More First Facts.** By Joseph Nathan Kane. 559 p. \$2.75 (To libraries \$2.25) postpaid

A supplement and companion volume to *Famous First Facts*, by the same author. Both books, between them, record some 4000 first happenings, discoveries and inventions that have taken place in the United States. The event is briefly described, essential dates, places and names are given, and for many of the items there is included also a reference to some source of further information. Chronological and geographical indexes add to the accessibility of the information, and there is also a cumulated index, by days, to the contents of both volumes.

With *Famous First Facts*, in one order, \$5.75 (to libraries \$4.75) postpaid.

**Speech Index.** By Roberta Briggs Sutton, Head Reference Assistant, Chicago Public Library. 272p. \$3 postpaid

After examining his review copy, the editor of a well-known speech journal wrote us:

"The *Speech Index* represents one of the first valuable steps in the organization of the widely scattered materials in the now firmly established field of Speech. The author and the publisher are to be congratulated."

The book will be a first aid to the teachers and students of speech, but it can be put to many more uses. To the reference librarian it will be invaluable. The student who wants to choose an oration for a public speaking contest and the teacher and librarian who must help him find it; the public-spirited citizen, club member, or other person, who wants to know how to give an after-dinner speech or introduce the speaker; accept a cup, a monument, or a trophy; lay a cornerstone; dedicate a statue; unveil a monument; prepare a speech in celebration of a holiday or some other specific occasion; all can turn to this book with profit. The contents of some 64 collections have been thoroly indexed, by author, by subject, and by occasion.

**Census of Medieval and Renaissance Manuscripts In the United States and Canada.** Comp. by Seymour de Ricci and Dr. W. J. Wilson. 3 vols.

Vol. I. Now ready. Delivered from N.Y. pa. \$5.50. cloth \$6.50; Paris, pa. \$5, cloth \$6

Vol. II. In press. Prices same as for Volume I

Vol. III. Index. In press. Delivered from N.Y. pa. \$2.50, cloth \$3.50; Paris, pa. \$2, cloth \$3

This work is produced under the immediate supervision of Dr. J. Franklin Jameson, Chief of the Division of Manuscripts of the Library of Congress, and Professor Robert P. Blake of Harvard University. It is a list and brief description of all the manuscripts of the Medieval and Renaissance periods to be found in the public and private libraries of the United States and Canada. About 800 items are listed geographically by states, and under each state by library or collection where manuscripts are to be found. Each item includes the title of the manuscript, if one, and description sufficient to identify it; also, a short history, with especial reference to its appearance in sales catalogs.

**A Union World Catalog of Manuscript Books: Preliminary Studies In Method.** Compiled under the leadership of Dr. Ernest Richardson. 5 parts

With the publication of Part III, this series of catalogs now includes:

- I. The World's Collection of Manuscript books: A Preliminary Survey. 50c
- II. The Manuscript Collections of Spain and Portugal. \$1
- III. A List of Printed Catalogs of Manuscripts. \$1
- IV. A Demonstration Experiment with Oriental Manuscripts. 50c
- V. A Supplement to Part II. \$1

**International Bibliography of Historical Sciences.** 1933 Annual. pa. \$9.90; bound \$10.65 postpaid

Word has finally been received that this volume is completed, and stock is on its way to us. The Series of annual volumes is now complete from the first, 1926, to 1933 with the exception of that for 1931 which is announced for publication early in 1936. The edition reaches us in the original paper covers, but we bind a certain quantity in the estab-

lished uniform cloth binding, and furnish the bound copies, when requested, at an additional charge of 75 cents.

**Bibliographies of Twelve Victorian Authors.** Comp. by T. G. Ehrsam and R. H. Deily, under the direction of Robert M. Smith, Ph.D., Professor of English, Lehigh University. \$4. (In press)

The twelve authors are: Matthew Arnold, E. B. Browning, A. H. Clough, Edward Fitzgerald, Thomas Hardy, Rudyard Kipling, William Morris, Christina Rossetti, D. G. Rossetti, Stevenson, Swinburne and Alfred Tennyson. For each author there is included a bibliography of the author's own works, and list of biographical and critical books and magazine articles about him.

**Reconstruction In Hungary 1924-1935: A Bibliography of Magazine Articles.** Comp. by Meda Lynn. 27p. pa. 35c postpaid. (In press)

A classified bibliography, arranged under such headings as Art, Economics, Commerce, Politics, etc.

**Index to Short Stories: 2d Supplement.** By Ina T. Firkins. In press

The original Index appeared in revised edition in 1929; the first Supplement to it was published in 1929. This second supplement brings the indexing of short stories down to date. This new supplement will be published in the early part of 1936, as a separate volume.

**Publicity for Public Libraries.** By Gilbert O. Ward. 2d ed. rev. \$2.40. 1935.

Of this revised and enlarged edition, reviewers say:

"The most complete study available."—*Library Review*

"There is much new material on displays, exhibits, library printing, library campaigns and many other pertinent subjects. Librarians will do well to have this volume near for frequent reference."—*Minnesota State Education Dept. Library Notes and News*

"Mr. Ward has done well to bring his book thoroughly up to date. . . . Whilst some of these [improvements, etc.] may appeal more particularly to librarians on the other side of the Atlantic, there is much information which should be useful in this country."—*The Library World*

## Educational Film Catalog

WITH our *Educational Film Catalog* well under way we note with interest an article by T. D. A. Cockerell in *Science* for October 18, 1935. He says in part, "The coming years will certainly see great developments, especially in the educational field. The really extraordinary thing is that progress is so slow; that college departments, museums and government bureaus do not do more to develop trained workers and suitable equipment. The picture must be no longer merely for amusement; it must be designed to stimulate thought and thru thought, action."

Of interest also are the comments of W. W. Charters in the *Educational Record*. Mr. Charters writes, "Facts are taught with high efficiency by the motion picture, according to the Payne Fund Studies, even when it is a commercial recreational film and not specially prepared for teaching." And on the possible uses of films he believes, "the movie as a fact-conveying instrument will not monopolize the school, but it will be one more tool of instruction added to the teacher's equipment. . . . The area of use of the film in education is universal. In art it helps master and portray action. Historical subjects are limited only by the cost of production. In engineering, movies are superior to field trips because films can, by picture and cartoon, show what goes on inside machines. The film is without equal as a means of understanding biological life, and in other fields its possibilities are enormous. . . ." But perhaps the most interesting of all his comments to us at this time would be, "In distribution the problems are immediate and pressing. There is a place in the United States for an agency which would not produce but locate, classify, and distribute films." Our *Educational Film Catalog* is the direct answer to two of these problems—we are locating and classifying. As for distribution—that is something to think about!

Available gratis from Appleton-Century is a new booklet on Bess Streeter Aldrich, whose new novel, *Spring Goes on Forever*, has been published. Dr. Blanche Colton Williams is the author.

A new booklet on Booth Tarkington and his works is obtainable from the Book Advertising Department of Doubleday, Doran.



# The Book Preview

— for December 1935 —

## A Classified, Selected List of Current and Forthcoming Books

The purpose of the Preview is to give publishers a convenient and efficient means of presenting to the library world advance information regarding forthcoming books.

The publishers select the books which they recommend for library use, supply the descriptive notes and also cooperate by paying the cost of this section of the Bulletin.

The staff of The H. W. Wilson Company is responsible for the classification and for editing of the descriptive notes.

### 000 GENERAL WORKS

HAINES, HELEN ELIZABETH. Living with books; the art of book selection. (Columbia university studies in library service, no. 2) 505p \$4 Columbia univ. press (Ready)

028 Books and reading. Bibliography—Best books

An authoritative and practical guide to the principles and methods of book selection. Chapters on bibliographical aids, editions, publishers, etc. are followed by surveys of classes of literature: Biography, Travel, Nature and science, Sociology, Religion and philosophy, Literature. Appended to each section is a list of fifty desirable books on the subject. (See *Who's Who in Library Service*)

### 100 PHILOSOPHY

LANSING, MARION FLORENCE. The builder. Bruce pub. (March)

170 Youth. Conduct of life

A message to the youth of the world intended to inspire ambition, to guide the reader thru the problems of life, to aid in the choice of a career and in the conduct of life. (See HSC for other books by this author)

CLARK, JOHN BATES. Tender of peace; the terms on which civilized nations can, if they will, avoid warfare. 57p \$1 Columbia univ. press (Ready)

172.4 War. Peace

A volume on the fundamental issues of war and peace by an eminent American economist. A timely and interesting treatment of this important problem. (See STC)

### 200 RELIGION

MORRISON, ROBERT BAKEWELL. Revelation and the modern mind. 432p Bruce pub. (Dec.)

231.7 Revelation. Catholic church—Doctrinal and controversial works—Catholic authors

Examines the charges made against certain of the fundamentals of Catholic worship such as faith, the Trinity, asceticism, the redemption, hell, the Mother of God, etc. In presenting the evidence in their favor the author has drawn his proof from revelation as disclosed in Scripture and tradition.

FROMMELT, HORACE ALOYSIUS. Church property and its management. 384p il Bruce pub. (Jan.)

261 Church property

A comprehensive handbook on all phases of church management (civil and canon, social, ethical, and technical). It includes information

on legal and financial affairs, and on materials, equipment, furnishings, etc.

COLLINS, JOSEPH B. and RYAN, JOHN KENNETH. My communion. 176p 85c Bruce pub. (Ready)

265.3 Lord's supper—Prayer books and devotions

Consists of seven sets of devotions selected from a wide range of approved sources for use before and after communion. The communion devotions are prefaced by a brief treatise on the holy eucharist and a statement on how to communicate adapted from St Francis de Sales. Litanies, appropriate ejaculations, and confession prayers are included.

### 300 SOCIAL SCIENCES

ARKIN, HERBERT and COLTON, RAYMOND R. Statistical methods; as applied to economics, business, education, social and physical sciences, etc. rev and enl 228, 47p \$1.50 Barnes & Noble (Ready)

311 Statistics. Mathematics—Tables

Revised edition of a book first published 1934. The text includes a list of formulas and symbols, table of logarithms, and a complete index. In addition there is a 48-page supplement of tables of squares, square roots, cubes and cube roots.

INSTITUTE OF PUBLIC AFFAIRS. UNIVERSITY OF VIRGINIA. Reconstruction problems in the light of history. 88p \$1 University of Virginia (Ready)

330.9 Economic conditions, 1914- . International law and relations

Eight addresses delivered before the ninth session of the Institute of public affairs at the University of Virginia, June 30 to July 13, 1935. Contents: Objective of reconstruction, by E. P. Oberholzer; Fundamentals of economic recovery, by A. J. Hettinger; Debts and the method of settlement, by E. M. Patterson; Doctrine of equality of sovereign states, by C. M. Eichberger; Doctrine of equality of sovereign states, by J. C. Ballagh; Labor, unemployment and securities against unnecessary risks, by H. Breckinridge; Capitalism, private property and individual liberty, by F. W. Coker; America, lead! by J. Daniels.

SAYRE, FRANCIS BOWES. America must act. 72p 50c World peace foundation (Jan.)

330.973 U.S.—Economic policy. U.S.—Economic conditions

A forthright and courageous treatment of America's dilemma and the adjustments which will have to be made to insure American prosperity and world recovery.

**STEVENSON, RUSSELL ALGER and VAILE, ROLAND SNOW.** *Balancing the economic controls.* 104p \$1.50 Univ. of Minn. press (Ready)

331.13 Unemployed—U. S. Minnesota—Economic conditions. Minnesota, University. Employment stabilization research institute  
A summary of the findings of the Employment stabilization research institute during its five years of research, with numerous concrete suggestions for increasing business stability while retaining the capitalist system. Part II deals with the economic activities of Minnesota.

**SCHATTSCHEIDER, E. E.** *Politics, pressures and the tariff; a study of free private enterprise in pressure politics, as shown in the 1929-1930 revision of the tariff.* 301p \$2.50 Prentice-Hall (Ready)

336.2 Tariff—U. S. U. S.—Politics and government

A timely study of pressure politics on tariff making based on the voluminous testimony (nearly 20,000 pages) taken by the Committee on finance of the Senate and the Committee on ways and means of the House in the public hearings on the Hawley-Smoot bill.

**HOLLAND, W. L. ed.** *Commodity control in the Pacific area.* 452p \$5 Stanford univ. press (Ready)

338 Commercial products

A comprehensive survey of the various schemes for the control of primary commodities in the principal countries of the Pacific area. Wheat, oil, rice, silk, international fisheries, tin, are some of the topics covered by the fourteen contributors to this study which was made under the auspices of the Institute of Pacific relations.

**JOHNSEN, JULIA EMILY, comp.** *Limitation of power of Supreme court to declare acts of Congress unconstitutional.* (Reference shelf v. 10, no. 6) 276p 90c Wilson (Ready)

347 U. S. Supreme court. U. S. Congress—Powers and duties

"That the power of the Supreme court to declare acts of Congress unconstitutional should be revoked" is the argument with which this number of the Reference shelf is concerned. Contains selected articles, briefs and bibliography. This volume supplements an earlier number of the same series. *Power of Congress to Nullify Supreme Court Decisions* by Dormin J. Ettrude published in 1924. (See HSC; STC for other books by this compiler)

**CROSS, WILLIAM T. and CROSS, DOROTHY EMBREE.** *Newcomers and nomads in California.* about 150p \$1.50 Stanford univ. press (Dec.)

361 Charities—California. Labor and laboring classes—California

A historical and sociological study of the question of stabilizing the indigent migrant based upon practical experience in emergency relief organization in California. It suggests an answer to the question, "What after FERA?"

**KUEHNER, QUINCY A. ed.** *Philosophy of education based on sources.* 624p \$2.85 Prentice-Hall (Ready)

370.1 Education—Philosophy

Stresses the personalistic, idealistic point of view, and features the writings of outstanding authorities. The book emphasizes the historical background of present theories and considers practically all the important phases of the comprehensive problem of education.

**BARTON, LUCY.** *Historic costume for the stage.* 650p \$5 Baker, W. H., Boston (Ready)

391 Costume

Costumes of different styles and periods are described from 4000 B.C. to 1914 A.D. Notes

on the construction of costumes, a bibliography and several hundred illustrations add to the usefulness of the book.

**LOOMIS, ROGER SHERMAN.** *Celtic myth and Arthurian romance.* 371p \$4.50 Columbia univ. press (Ready)

398.2 Mythology, Celtic. Arthur, King

Reprint of a book published in 1927 at \$6. The author has traced the source of the Arthurian legends in books on archaeology, history, and literature. A contribution to the literature of Irish and Welsh mythology and of Arthurian romance which is of interest to the student. (See BRD 1927)

## 600 USEFUL ARTS

**MORTON, DUDLEY JOY.** *Human foot, its evolution, physiology and functional disorders.* 244p \$3 Columbia univ. press (Ready)

611.986 Foot

Revolutionary methods of treatment are advocated, these studies which oppose the two outstanding concepts of foot troubles. Of practical as well as of clinical interest.

**ZABRISKIE, LOUISE.** *Mother and baby care in pictures.* 196p \$1.50 Lippincott (Ready)

618.2 Pregnancy. Infants—Care and hygiene

One hundred and eighty-seven pictures admirably supplement the text of this authoritative book on the prenatal period and on the care and feeding of the baby.

**HATHAWAY, KENNETH A.** *Modern radio essentials.* 200p \$2 American tech. soc. (Ready)

621.384 Radio

A general discussion of the fundamental principles of radio written in plain language for the novice as well as for the man who is engaged in any one of the technical phases of the subject. Well illustrated. (See STC for other books by this author)

**ADAMS, ORVILLE.** *Elements of Diesel engineering; with questions and answers: stationary—marine—locomotive—automotive.* 450p \$4 Henley (Ready)

621.4 Diesel engines

A practical book of instruction for those entering the wide field created by the use of Diesel engines in marine, stationary and locomotive engineering. It is also designed for classroom use, with questions and answers on each chapter. Includes fundamental principles and operation of the Diesel engine, compression, combustion, fuel injection and spray atomization. (See STC for another book by this author)

**SHERMAN, RAY W.** *If you're going to drive fast.* 190p \$1.50 Crowell (Ready)

629.2 Automobile drivers

The author, who has been an automobile official and editorial writer for a good many years, takes the sensible attitude that speed is in the air and that many persons are going to drive fast, despite warnings of accident and sudden death. He therefore advises against speed, but shows how it is possible to drive fast with safety.

## 700 FINE ARTS

**HUNT, W. BEN and METZ, JOHN J.** *Flat bow.* \$2 Bruce pub. (Jan.)

799.3 Bow and arrow. Archery

Provides the amateur with explicit, detailed directions for making various types of flat bows, sometimes called the Indian or American bow, also recurved and backed bows, bow strings, arrows, and other archery equipment. Information given covers the best kinds of

HUNT, W. B. and METZ, J. J.—*Continued*  
material to be used in making the articles, clear explanations of each step in the construction and finishing processes, and instructions for proper care of the finished article, etc.

## 800 LITERATURE

MEDIEVAL studies in memory of Gertrude Schoepperle Loomis, 1882-1921. 535p II \$2.50 Columbia univ. press (Ready)

809 Loomis. Mrs Gertrude (Schoepperle). Literature, Medieval—History and criticism. Literature, Comparative  
Reprint of a book published 1927 at \$4.50. Contributions from twenty-nine scholars covering as many subjects in the field of medieval literature. Includes a list of publications of Gertrude Schoepperle Loomis. Edited by Roger Sherman Loomis.

BREWSTER, DOROTHY and BURRELL, JOHN ANGUS. Modern fiction. 442p \$2.75 Columbia univ. press (Ready)

809.3 Fiction—History and criticism  
Reprint of a book first published 1934. These fourteen critical essays on authors and novels representative of modern fiction are an outgrowth of courses given at Columbia University. Among the writers treated are Gissing, Dostoevsky, Conrad, Maugham, Bennett, Mann, Lawrence, Joyce, Proust, Virginia Woolf and May Sinclair. (See STC; BRD; BKL)

## 900 HISTORY

PARKER, ARTHUR CASWELL. Manual for history museums. (New York state historical association series, no. 3) 204p II \$3 Columbia univ. press (Ready)

907 Historical museums  
This volume outlines clearly the many problems connected with making a history museum fill its logical place in our society, and deals with changing conditions which will govern plans for the future.

VARNACK, MRS ELENA and FISHER, HAROLD HENRY, eds. Testimony of Kolchak and other Siberian materials. (Hoover war lib. pub. no. 10) 466p \$5 Stanford univ. press (Ready)

947 Russia—History—Revolution, 1917-. Kolchak, Aleksandr Vasilyevich  
The testimony of Kolchak, a document of human interest and an important source for the history of the Russian civil war, was given during the last few days of Kolchak's life before an investigating commission of his enemies. It covers his entire career, his polar explorations, the Russian navy, and finally as supreme ruler. The other materials included are vivid accounts of activities on the Siberian front.

PURYEAR, VERNON JOHN. International economics and diplomacy in the Near East. 277p \$3.25 Stanford univ. press (Dec.)  
949.6 Eastern question (Balkan). Great Britain—Commercial policy. Levant

In this study of British commercial policy in the Levant, 1834-1853, the author has demonstrated in abundant detail the intimate connection which existed between the commercial and diplomatic efforts of the great powers. The economic background of the Crimean war has received a thoro analysis.

## BIOGRAPHY

BEALS, CARLETON. Story of Huey P. Long. 414p \$2.50 Lippincott (Ready)  
B or 92 Long, Huey Pierce

A readable and startling account of Huey Long based upon facts gathered before the

death of that shrewd and amazing politician. (See *Authors Today and Yesterday*; HSC; STC for other books by this author)

SHIPPEN, NANCY. Nancy Shippen, her journal book, comp. and ed. by Ethel Armes. 348p \$3.50 Lippincott (Ready)

B or 92 U. S.—Social life and customs  
The journals of this Colonial belle yield intimate glimpses of the great figures and families of the time, of life in Pennsylvania, Virginia and New York, and the letters that passed between her and the French diplomat, Comte de Mosloy, reveal her romantic story. Well illustrated.

## FICTION

BARDWELL, DENVER. Killers on the Diamond A. about 288p \$2 Godwin (Dec. 16)  
Action, thrills, murder, mystery and romance, all combine to make this an exciting novel of the old West.

BROWNE, ELEANOR. Diane looks at life, about 288p \$2 Arcadia house (Dec. 27)  
A novel of modern youth and its restless quest for the other side of paradise.

JACKSON, WALLACE. Two knocks for death. 256p \$2 Hopkins (Ready)  
"Two knocks for death, one for life" is the watchword of a criminal gang which is broken up by a detective who became a member of this organization for this purpose. (See Hunting list)

POE, EDGAR ALLAN. Tales of mystery and imagination; illustrated by Arthur Rackham. 320p II \$5 Lippincott (Ready)  
Twelve color plates and twelve fullpage line illustrations by Arthur Rackham make a fine setting for this collection. Among the many stories included in this handsome edition are: Murders in the Rue morgue, Fall of the House of Usher; Gold bug; Premature burial; MS found in a bottle; Pit and the pendulum; Purloined letter; and Masque of the red death.

ROLLINS, KATHLEEN. Enchanted interlude, about 288p \$2 Arcadia house (Dec. 16)  
A story of youth and ideals, and of the desperate struggle of two young people for independent self-expression.

## REPRINTS

Brewster, Dorothy and Burrell, J. A. Modern fiction. 809.3  
Loomis, R. S. Celtic myth and Arthurian romance. 398.2  
Medieval studies in memory of Gertrude Schoepperle Loomis. 809

## KEY TO ABBREVIATIONS

HUNTING—Monthly list of "Selected titles worthy of consideration by any library" issued by the H. R. Hunting Co., Springfield, Mass.

STC—Standard Catalog for Public Libraries

BRD—Book Review Digest

BKL—Booklist

HCS—Standard Catalog for High School Libraries

CC—Children's Catalog

Order books described here thru the dealer from whom you usually buy books.

# COMPTON COMMENT



WHEN the last Byrd expedition set sail for Little America on October 23, 1933, two sets of Compton's were included in the expedition library.

The following paragraphs are excerpts from a letter written to F. E. Compton & Company by Mr. Stevenson Corey, Supply Officer. They are reprinted with his permission:

"We had in the neighborhood of 2,000 books in our library but I can honestly say that your set at Little America settled many an argument, and also was of infinite interest, as the pictures took it out of the category of being just a reference book.

"The major portion of the other set was put by me in the equipment which I got together and sent out south 123 miles to **Bolling Advance Base**, where, as you recall, **Admiral Byrd** kept a lonely vigil for over three months. I know it helped him to pass the time and added to his fund of knowledge."

NO more beautiful spot for a meeting could have been selected than Bolton's Landing, Lake George, New York, where librarians of New York and New England gathered, September 9-14, for a **regional conference**. A blue gem of a lake, dotted with tiny islands and walled in by heavily wooded mountains . . . sailboats tossed about smartly by miniature white-caps . . . no wonder librarians crowded the Sagamore Hotel veranda and terrace whenever a moment could be stolen from a meeting! The program centered around the function of the library in the mod-

ern educational program. Particularly fine meetings were arranged by the children's and school sections. Excellent exhibits were on display, including a group of books selected by the New York State Library . . . a joint publishers' book collection . . . an exhibit on adult education. Compton's was an educational exhibit, illustrating the various processes of book making. Election of publisher **Frederic G. Melcher** as President of the New York Library Association was a fine recognition of the joint responsibility of librarians and publishers in the promotion of reading.

BOTH librarians and publishers await with interest the new edition of Isadore Gilbert Mudge's "**Guide to Reference Books**," scheduled for early publication by the **American Library Association**. Evaluations of reference books in previous editions of Miss Mudge's guide—in the Subscription Books Bulletin—and in articles such as "Children's Encyclopedias and Sets," written by May Wood Wigginton for the March-April 1935 Horn Book, are invaluable aids to the discriminating selection of reference books.

NEW problem reported! Compton material is too interesting! Students actually read articles instead of dropping a volume like a hot cake once the answer to a specific question is found. Compton editors are concerned . . . they know full well that it isn't ethical to read an encyclopedia for pleasure. Suggestions for solving the problem are solicited.

L. J. L.

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## NEW INDEX

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# Standard Catalog Monthly

A Selected List of Best Books—December 1935

THE STANDARD CATALOG MONTHLY is a list of not more than three hundred books a year recommended for first purchase in libraries. The books are selected by the staff of the STANDARD CATALOG FOR PUBLIC LIBRARIES with the cooperation of librarians and library associations who are working to improve the selection of books. The entries, with a selection of the more important notes, are taken from the BOOK REVIEW DIGEST. Most of the titles in the MONTHLY will later be included and analyzed in the annual supplement of the STANDARD CATALOG FOR PUBLIC LIBRARIES, a more comprehensive selection. Occasionally a book included here may be dropped later, because it is not always possible to get at once the final authoritative opinion as to the value of a book.

[A list of collaborators will be found in the September 1935 issue.]

## 000 General

SELDES, GEORGE. Freedom of the press. 380p \$2.75 Bobbs

070.13 Liberty of the press 35-15779

A scathing indictment of the press and its domination by business interests, by the author of *You Can't Print That!*; *Iron, Blood and Profits*; etc. Written with the cooperation of one hundred newspaper men and women, the book is crowded with contemporary examples of suppression or distortion of important news. It is divided into four parts: Romance and realities (the author's own experiences); The corrupting influences; Source and forces; The struggle for a free press.

Booklist 32:31 O '35

+ — Books p2 S 15 '35 1450w

"Mr. Seldes is as lavish with his instances of suppression or distortion of news as was Mr. Sinclair, but the kind of illustrations he uses are not of a sort whose 'news value' can be questioned. The indictment which he has framed, therefore, will have to be faced on its merits. . . . It isn't the professedly sensational press with which Mr. Seldes is dealing. In many ways the most distressing analysis in his book is his treatment of the New York Times, for which he claims to have a great admiration. If anything surpasses in damning quality his survey of the practices of the Times, it is his study of the Associated Press. That supposedly incorruptible and non-partisan purveyor of news comes out of the Seldes book with hardly a shred of reputation for fairness left. . . . Is a free press—in the sense of a press free to print the truth as it sees and knows it—possible in the United States? Mr. Seldes is not optimistic over the outlook." Paul Hutchinson

+ Christian Century 52:1145 S 11 '35 1500w  
Nation 141:332 S 18 '35 1050w

+ — N Y Herald Tribune p9 S 7 '35 1100w  
N Y Times p3 S 29 '35 2000w

"Bringing his evidence well up into the year 1935 Mr. Seldes has put together the most substantial and startling appraisal of the modern newspaper ever published. It is better than Sinclair's 'The Brass Check' because the writer knows his subject from the inside. Mr. Seldes has a broad background which explains why the book is crowded—perhaps overcrowded—with documentation. . . . There are a few tedious spots toward the end where the text is overloaded with names, and the author sometimes travels from one episode to another with more speed than cohesion. But Mr. Seldes knows how to tell a story and he has presented one that is too important to be missed. No matter how vigorously some readers may dissent from his conclusions, there is no loophole for the charge of malice or triviality. He has worked carefully and dispassionately to prove that there is no free press. The accusation cannot be ignored." A. L. Crosby

+ — Sat R of Lit 12:7 S 14 '35 1150w

Sat R of Lit 12:9 S 28 '35 550w (Discussion)

## 100 Philosophy

OLIVER, JOHN RATHBONE. Ordinary difficulties of everyday people. 311p \$2.50 Knopf  
150 Psychology, Applied. Conduct of life 35-13411

A well-known psychiatrist has here turned his attention away from abnormal people and considers the problems of adjustment, sex, and social life of ordinary people who are not ill enough to consult a physician. He devotes chapters to the various periods of life from early infancy thru adolescence and youth, to middle age, and finally old age.

"Quite aside from its practical value, the book is good reading, sprinkled with interesting anecdotes, and full of many a delightful bit of observation worthy of expansion into essay form." M. L. S.

+ Boston Transcript p2 Ag 17 '35 500w

"The volume is deeply interesting and very much worth while. Dr. Oliver has spent many years in intimate study of his fellowmen, whom he still loves and respects, and he has acquired stores of wisdom about them that are rich, meaty and mellow."

+ N Y Times p9 Ag 11 '35 900w

Sat R of Lit 12:22 S 7 '35 370w

## 300 Social Science

JOHNSEN, JULIA EMILY, comp. Old age pensions. (Reference shelf) 295p 90c Wilson, H.W.

331.252 Old age pensions 35-7256

Presents a brief, bibliographies, and selected articles on old-age pensions. The material is classified and arranged as general, affirmative or negative, and is of use in debating.

Booklist 31:379 J1 '35

Management R 24:223 J1 '35 20w

"A valuable and timely addition to this series."

+ Survey 71:222 J1 '35 40w

## 500 Natural Science

CARREL, ALEXIS. Man, the unknown. 346p \$3.50 Harper

570.1 Man. Biology 35-16335

A world-famous scientist, now connected with the Rockefeller Institute, here presents a synthesis of what psychologists, biologists, chemists and physicists have learned about the nature of man, and then goes on to show how a stronger, healthier race may be developed, capable of surviving the evils of our times. Index.

+ Books p7 S 15 '35 1350w

"The whole book has, in the best sense of the word, a high religious tone. Some will be sympathetic to it; others will find in it many

**CARREL, ALEXIS**—Continued  
honestly, debatable attitudes and judgments. But, after all, it is just this candid and courageous advancement of a genuinely sincere individual philosophy of life that makes this a significant and stimulating book." Raymond Pearl

+ N Y Times p3 S 29 '35 2400w

+ Sat R of Lit 12:11 S 21 '35 700w

"There occasionally comes to hand a book so rich in subject matter and so vital in its observations that it is difficult to review it briefly and concisely. Such a book, written under the pressure of the realization that someone must tell people the difference between the known and the plausible, must teach them to recognize the existence of the unknown and unknowable, comes from the pen of that renowned scientist of the Rockefeller Institute, Alexis Carrel." A. H. Compton & others

+ Scientific Bk Club R 6:1 S '35 750w

## 600 Useful Arts

**LINDBERGH, ANNE SPENCER (MORROW)**  
(MRS CHARLES AUGUSTUS LINDBERGH).  
North to the Orient; with maps by Charles A. Lindbergh. 255p il \$2.50 Harcourt

629.13 Aeronautics—Flights. Arctic regions.  
East (Far East)—Description and travel  
35-27279

An account of the Lindberghs' air voyage from New York to Japan and China in the summer of 1931.

Booklist 32:12 S '35

+ Books p1 Ag 18 '35 1350w

+ Boston Transcript p3 Ag 17 '35 600w

+ Chicago Daily Tribune p8 Ag 17 '35

+ Christian Century 52:1039 Ag 14 '35

Commonweal 22:432 Ag 30 '35 250w

Current Hist 43:vi O '35 140w

"Any account of such an adventure would automatically be interesting, but it happens, for extravagant measure, that Anne Lindbergh can write. Simply, modestly, with engaging humor and charm, she tells what it actually felt like to engage in this perilous expedition." E. H. Walton

+ Forum 94:iv O '35 160w

+ N Y Herald Tribune p15 Ag 15 '35 950w

N Y Times p1 Ag 18 '35 1600w

"This is a thoroughly charming book. For it Mr. Lindbergh has supplied some beautifully detailed maps which serve most decoratively as headpieces to the chapters." Amy Loveman

+ Sat R of Lit 12:6 Ag 17 '35 700w

Springf'd Republican p5e Ag 25 '35

## 700 Fine Arts

**COLLINS, ARCHIE FREDERICK.** How to ride your hobby. 298p il \$2 Appleton-Century  
790 Hobbies. Amusements 35-27288

Among the many hobbies briefly discussed are stamp, coin, and mineral collecting; gardening; carpentry; printing; weaving; model making; and photography. The information given includes range of cost, books, materials, suggestions on how to do it, etc. Illustrated with line drawings in the text. Index.

Booklist 32:10 S '35

"Mr. Collins's new book is a brief and inspiring survey of an apparently endless number of things you can do for fun. You are not bothered by statements that this or that will do you good, nor is the pure joy of creation or collection muddled by directions on selling the product." M. L. Becker

+ Books p7 Ag 25 '35 360w

"Mr. Collins gives enough advice and information in simple, concise language to enable

any one to get a good start and carry on successfully."

+ N Y Times p9 Ag 11 '35 290w

## 910 Geography and Travel

**ENSLAW, ELLA, and HARLOW, ALVIN FAY.**  
Schoolhouse in the foothills; il. by Thomas Benton. 239p \$2 Simon & Schuster

917.68 Tennessee—Social life and customs

The true story of a young teacher who was sent to teach a notoriously difficult school in the Tennessee mountains. Altho she lived only two miles from the school, the district and its people were almost unknown to her, except by reputation. "Miss Ella" gradually won the respect and friendship of the inhabitants of Shady Cove, and when the depression was at its worst became not only teacher, but nurse, doctor, minister, financial advisor, and welfare worker. Sections of the book have appeared in the Saturday Evening Post.

Booklist 32:40 O '35

+ Books p5 Ag 18 '35 900w

Boston Transcript p4 Ag 24 '35 500w

"There is none of the condescension of the professional welfare worker about this book. Miss Enslow has seen too much of poverty, of suffering, of death, of humor, tenderness, and devotion among the people of Shady Cove to feel that sort of superiority; and her account of her experiences among them is sincere and moving and well worth reading." E. H. Walton

+ Forum 94:vii O '35 160w

"It is an old story, this epic of our 'Southern Highlanders,' and an eternally good one. Miss Enslow writes with spirit; and Thomas Benton's illustrations fit the book perfectly." Lewis Gannett

+ N Y Herald Tribune p11 Ag 16 '35

+ N Y Times p2 Ag 18 '35 1650w

+ Springf'd Republican p5e S 1 '35 550w

Survey G 24:502 O '35 100w

## B or 92 Biography

**ISHIMOTO, SHIDZUE (HIROTA)** baroness.  
Facing two ways; the story of my life. 373p  
il \$3.50 Farrar

B or 92

35-14203

Baroness Ishimoto was born the daughter of the age-old aristocracy of Japan, but her father had become interested in Western ways, and tho as a girl she was taught the arts of the Japanese lady, flower arrangement and the tea ritual, she also played tennis and learned Swedish gymnastics. Her husband was a liberal and took his wife to America and Europe where in time she became an ardent feminist and advocate of birth control. This charmingly written autobiography reveals both sides of her life and the life of Japan during the modernism.

Booklist 32:40 O '35

"[This] is a rich, brave, delightful book. . . . It will be harder to hate the Japanese after reading this book, and easier to understand them, and if any fear is left in our minds, it will be fear of those extraordinary expansions and equally extraordinary contractions of the human mind which are not the peculiar property of this gifted race." A. B. Parsons

+ Books p3 S 1 '35 1050w

Boston Transcript p2 S 4 '35 900w

Current Hist 43:vi O '35 180w

+ N Y Times p5 Ag 25 '35 1500w

"Baroness Ishimoto's volume makes excellent reading throughout, presenting as it does the picture of a society 'facing two ways,' reaching back to the feudalism of old Japan and forward to the Western civilization of the

present. As a document of woman's emergence from subjection it is of particular interest."

Amy Loveman

+ Sat R of Lit 12:13 Ag 31 '35 600w

**ZWEIG, STEFAN.** Mary, queen of Scotland and the Isles; tr. by Eden and Cedar Paul. 366p il \$3.50 Viking press

B or 92 Mary Stuart, queen of Scots 35-13790

Psychological interpretation of the life of Mary Stuart. "All the tragedy of Mary's life," says Zweig, "was packed in two years of her forty-four—the two years of her great passion for Bothwell. . . . The peculiar compression of the main happenings of her career into . . . one explosive surge of feeling dictates the form and rhythm of her biography." He therefore gives far more space to those two years than to the twenty-three of her early life or to the nineteen of her imprisonment." (Nation)

Booklist 32:41 O '35

"This is a popular biography for the general reader—and for this reason it is the more gratifying it should turn out to be at once the most readable and the most reliable of the lives of the Scottish queen that have been offered to the general public. . . . This will not be Mary's last biography, but it will be for a long time the one that most people will read. Perhaps she gets fairer treatment than she has had from historians or novelists, at the hands of this novelist *manqué*—one who respects too deeply the actual lives of those of whom he writes to be able to add to them the transforming element of art." M. L. Becker

+ Books p3 Ag 25 '35 1250w

+ Boston Transcript p2 Ag 28 '35 1050w

+ Chicago Daily Tribune p9 Ag 24 '35

Current Hist 43:vii O '35 120w

+ Nation 141:306 S 11 '35 850w

New Repub 84:192 S 25 '35 800w

"Whatever Mary's story, and we shall never know, Zweig's book has every right to be set down as one of the most brilliant guesses at the truth, and it is an amazing piece of virtuosity to plunge her into the blackest of guilt, and then restore her to our sympathy and pity." F. M. Jack

+ N Y Times p1 Ag 25 '35 1350w

+ Sat R of Lit 12:8 Ag 31 '35 1650w

+ Springf'd Republican p7e S 8 '35 1050w

## Fiction

**KANTOR, MACKINLAY.** Voice of Bugle Ann. 128p \$1.25 Coward-McCann

35-27277

Bugle Ann, a fox-hound, whose hunting days and nights were spent in the Missouri hills, was so well loved by her master that he shot the man who was suspected of killing her. This long short story first appeared in The Atlantic Monthly for August, 1935.

Booklist 32:15 S '35

+ Books p5 Ag 18 '35 750w

+ Boston Transcript p5 Ag 24 '35 650w

+ Chicago Daily Tribune p6 Ag 31 '35

"An exciting and romantic yarn, an authentic folk legend, related with economy and suspense." L. A. S.

+ Christian Science Monitor p13 Ag 27 '35

Current Hist 43:xii O '35 40w

+ Nation 141:279 S 4 '35 90w

+ N Y Times p7 Ag 25 '35 700w

"MacKinlay Kantor has . . . well-nigh achieved a masterpiece in a short story, here reprinted in book-form, 'The Voice of Bugle Ann.' . . . So far as atmosphere goes, the tale of this fabulous fox-hound is a masterpiece. It is merely that to me, and I am in the minority, the plot seems a little too pat—to

work out a little too much like the demonstration of a theorem; and life is sprawlier than that. At the same time the story is so well written as to make one wish to smother any strictures. It is, upon occasion, gorgeously well written." W. R. Benét

+ Sat R of Lit 12:4 Ag 31 '35 430w

+ Springf'd Republican p5e Ag 25 '35 330w

**WALPOLE, HUGH.** The inquisitor. 455p \$3 Doubleday [8s 6d Macmillan] 35-15631

Poichester, the small English cathedral town which was the scene of three of the author's earlier books: Harmer John, The Cathedral, and The Old Ladies, is the background for the present novel. The time is the present. An old usurer, whom many in the town have reason to hate, suddenly disappeared and his ghost was said to walk the town. Strange things took place in Poichester, in which the Cathedral itself seemed to take part. The action culminated when the inhabitants of Seatown, a nearby slum district, rioted at the very door of the Cathedral.

Booklist 32:43 O '35

+ Books p5 S 1 '35 1050w

+ Boston Transcript p1 Ag 31 '35 2000w

"There is a mystery which is no mystery long before the author would wish his readers to know how old Furze was done in. There is melodrama. There is entertainment [if you like that sort of thing] and art, but the art is that of a skilled craftsman rather than of a genius, or even a devotee to his art practicing what is really his vocation. 'The Inquisitor' is Mr. Walpole not at his best, to my way of thinking, but, being Mr. Walpole's, written with all of the inborn and acquired skill of the natural and experienced story teller." Fanny Butcher

+ Chicago Daily Tribune p6 Ag 31 '35

Christian Science Monitor p14 Ag 28 '35

"The Inquisitor is in patches nicely cosy and satirical, as a novel about cathedral town society should be, but it is very long; the subject is diluted in much writing. Poichester stays unsubstantial, like one of those railway-poster cities—dipped in violet shadows, with spires a supernaturally placid orange, and viridian lawns—that, though you might buy a ticket, you would never arrive at. . . . This novel, so far as I can see, aims at being at once a thriller and a spiritual experience. As the former it much more nearly comes off." Elizabeth Bowen

+ New Statesman & Nation 10:282 Ag 31 '35 500w

N Y Times p3 S 1 '35 1450w

+ Sat R of Lit 12:10 Ag 31 '35 600w

Spec 155:334 Ag 30 '35 420w

Times [London] Lit Sup p524 Ag 22 '35

## Children's Books

**AANRUD, HANS.** Sidsel Longskirt and Solve Suntrap; two children of Norway; tr. by Dagny Mortenson and Margery W. Bianco; il. by Ingrid and Edgar Parin d'Aulaire. 2bks in 1 257p \$2 Wadson 35-12195

Two stories of child life in Norway a generation ago. The first is about a little girl, Sidsel, and the goat Crookhorn. The second tale is about Solve, who is eight years old at the beginning of the story.

Booklist 32:20 S '35

Boston Transcript p3 S 25 '35 130w

"These stories seem like actual bits of Norwegian life put on paper. There is nothing out of proportion, nothing overdrawn, no touch of exaggeration. They capture the imagination and hold the interest through their convincing naturalness, their kindly atmosphere, and the



AANRUD, HANS—*Continued*  
charm with which out-of-door life and the  
changing seasons are described." A. T. Eaton  
+ N Y Times p11 Ag 25 '35 460w

GRAY, ELIZABETH JANET. Young Walter  
Scott. 239p \$2 Viking press  
Scott, Sir Walter—Fiction 35-12192  
Story of the childhood and youth of Sir  
Walter Scott, beginning with his return to  
Edinburgh from the home of his grandfather  
in the country, and closing with his ap-  
prenticeship to his father as a lawyer. The  
frontispiece is a reproduction of a hitherto  
unpublished portrait of Scott as a boy. The  
book is intended for young readers.

#### Booklist 32:21 S '35

"In addition to the portrayal of Walter  
Scott and his struggles and problems, the au-  
thor has to some extent revealed the char-  
acteristics and customs of the life of his day.  
Any who are interested in Scott or enjoy the  
story of a real boy's life will value this story."  
+ Boston Transcript p2 Ag 14 '35 300w  
+ Horn Bk M 11:197 J1 '35 50w

"Surely Sir Walter Scott would have been  
pleased with this story of his own boyhood.  
Just as he dreamed himself back into the  
past until he recaptured its peculiar flavor, so  
has Elizabeth Janet Gray delved into the  
records and re-created not only the atmosphere  
of late eighteenth-century Scotland but also  
the spirit of a precocious and extremely lov-  
able boy. . . This is one of those rare books,

a fully rounded biographical novel, written  
with grace and understanding." E. L. Buell  
+ N Y Times p10 Ag 18 '35 460w

RANSOME, ARTHUR. Coot club. 343p il \$2  
Lippincott [7s 6d Cape, J.] 35-7174

Dick and Dorothea, the two children who won  
their way first to the North pole in Winter  
Holiday spend a vacation on a sailing yacht on  
the Norfolk Broads. Tom Dudgeon, the doc-  
tor's son, and the twins, Port and Starboard,  
join forces with them and they indulge in a bit  
of polite piracy, along with their main objects  
of sailing and bird-watching.

#### Booklist 32:22 S '35

"In each of the Ransome stories some con-  
tinuous enterprise carries the action, whether  
in climbing Kanchenjunga—really a pocket Alp  
of the Lake Country—or pushing an expedition  
to the Pole. 'Coot Club' puts these adventures  
life-sized into actual life of its children; this  
is its chief point of departure from the rest  
of the series." M. L. Becker

Books p8 S 15 '35 650w

+ New Statesman & Nation 8:867 D 8 '34

+ Spec 153:897 D 7 '34 140w

"Coot Club is as good as anything Mr. Ran-  
some has done, and he gives full measure.  
Perhaps his success as a writer for young  
people is due to the fact that he takes his  
readers more seriously than the authors of  
most 'juveniles' do; for in reality he is a chil-  
dren's novelist, and has the peculiar quality of  
being able to reveal children to themselves."

+ Times [London] Lit Sup p894 D 13 '34

## School Libraries Section

(Continued from page 263)

represented by a talk on "How to Use Your  
Library." This gave an opportunity for an  
explanation of the resources and at the same  
time of the lack of adequate space for all who  
wished to use the library for study periods.

In addition an experiment of the English  
Department has proved an excellent means of  
publicity for new students. In November one  
low 10B class was allowed to disregard the  
conventional curriculum. Instead they were  
brought to the library to choose books on  
Pioneers. All the class work centered around  
their library reading. The result of this work  
which has been increased to six sections this  
semester has been:

- (1) A decided increase in reading done  
by the poorer students.
- (2) A broadening of their reading in-  
terests.
- (3) An increased number of good li-  
brary users for reference work in  
other subjects.

As a whole this type of boy or girl needs  
some incentive to come to the library. Left  
to themselves or to an occasional assignment  
they do not get the library habit. The closer  
cooperation between the library and the Eng-  
lish class has given the individual help which  
the more aggressive students do not need to  
make them regular library users.

## English Letter

(Continued from page 265)

recently seen a film provides a reason, then  
there should ostensibly be no bar to the  
librarian finding equally good ones, if he can  
find the right approach.

We talk a good deal at conferences in  
England nowadays about the literary dope  
people read, and gravely discuss whether it  
is our duty to provide it or not, but I have  
yet to see a conference of librarians settle  
down seriously to examining their own re-  
sponsibility. If for week after week a reader  
chooses Wallace and Charteris and Wynne,  
and then comes in one morning and takes  
*Anna Karenina*, because he saw Garbo act in  
it at the cinema on the previous evening,  
whose fault is it that *Anna Karenina* was  
neglected before, the reader's or the libra-  
rian's? You in America are much further  
ahead in realizing that it is the librarian's  
fault than we are.

I am at present reading, or struggling thru,  
Gray's *What Makes a Book Readable*. It has  
suggested, in its concentration on the mechani-  
cal features of reading, a line of thought that  
had hardly previously occurred to me—that  
people read bad books, not because they  
prefer them, but because there are no books  
which are both good and readable on their  
own level of culture. I should like to discuss  
this further sometime. Perhaps in my next  
letter. . .

FRANK M. GARDNER